

Curricular and/or Degree Plan Changes

A = Approval I = Information

Course number: **DSGN 202** or Degree Plan(s) _____
 State the requested change and reason (a memo may be attached if more space is necessary):

Request to create a new course – DSGN 202: Fundamental Design II. This course is replacing DSGN 243: Human Dimension and Interior Space as a lower-level design studio required of all interior design and pre-architecture majors.

Circle the number that corresponds to the requested change. (degree plan changes on other side)

COUNCILS*

	Change to Course:	Dept	Deans	College Academic	UUAC	GEC	G RAD	Provost	Faculty	President
1.	Title (description unchanged) – to Design Drawing I	A	A	A		I		I	--	I
2.	Description (not affecting content)	A	A	A		I		I	--	I
3.	Content	A	A	A		A		A	--	A
4.	Number of hours (lecture, lab, contact)	A	A	A		A		A	--	A
5.	Course number within the hundred	A	A	I		I		I	--	I
6.	Course number beyond the hundred	A	A	A		A		A	--	A
7.	Prerequisites	A	A	A		I		I	--	I
8.	From U to G or G to U	A	A	A		A		A	--	A
9.	Cross list w/another dept: U or G level	A	A	A		A		A	--	A
10.	Department of record	A	A	A		A		A	--	A
11.	Open or <u>close a course</u>	A	A	A		A		A	--	A
12.	New course – see Gary Tucker for packet (including combining or splitting a course(s))	A	A	A		A		A	--	A

* In most cases, approval by only one council is necessary.

Note: When an academic unit does not have a council the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Curricular and/or Degree Plan Changes

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	Changes in Catalog Degree Plan Requirements: Note - <u>All graduate</u> degree program changes must go through the graduate council. See #18	Dept	Deans	College Academic	COUNCIL			Provost	Faculty	President	Board of Trustees
					UUAC	GEC	GRAD				
1.	Core - require specific course from core menu	A	A	I		I		I	--	I	--
2.	Core - change selection of specific course in core menus	A	A	I		I		I	--	I	--
3.	Core - substitute course for core requirement	A	A	A		A		A	I	A	--
4.	Core - add a new course to core menu	A	A	A		A		A	A	A	--
5.	Core - change in approved course content	A	A	A		A		A	--	A	--
6.	Major - change course selection in major (hours equal)	A	A	A		I		I	--	I	--
7.	Major - reduce or increase hours required in major (within university minimum and maximum) ♦	A	A	A		I		I	--	I	--
8.	Major/ Area of emphasis (e.g. BAS) - revision of major	A	A	A		A		A	--	A	
9.	Major/ Adopt or change admission requirements	A	A	A		A		A	--	A	--
10.	Major/ Area of emphasis (e.g. BAS) - add new major	A	A	A		A		A	A	A	I/A
11.	Supplement - change course selection in supplement (hours equal or greater) ♥	A	A	A		I		I	--	I	--
12.	Supplement - reduce hours required ♥	A	A	I		I		I	--	I	--
13.	Electives - reduce hours below university minimum ♣	A	A	A		A		A	I	A	--
14.	GPA - revise major requirement	A	A	A		A		A	--	A	--
15.	GPA - revise cumulative requirement	A	A	A		A		A	--	A	--
16.	Minor - revise course selection	A	A	A		I		I	--	I	--
	Minor - add or discontinue with a major	A	A	A		A		A	--	A	--
	Minor - add or discontinue without a major	A	A	A		A		A	A	A	
17.	Add new degree	A	A	A		A		A	A	A	A
18.	Any change to a graduate degree program	A	A	A		A		A	--	A	--

* In most cases approval by only one council is necessary.

♦ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g. BA, BS). The maximum in the major must allow for at least 6 hours of electives.

♥ Supplement - A set of *required* courses in a degree program that are outside the university core, the degree core, and the required courses in the major field. Supplement courses are not elective in nature, and ordinarily do not include "menu" options (that is, a series of courses from which the student selects one or more).

♣ The university minimum for elective hours is 6.

Revised 10/25/2005

Application for a New Course v7.1

Course ID <i>Subject and Number</i>	DSGN 202
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Brandon Young
2	Course Teacher	Brandon Young
3	Course Title	Fundamental Design II
4	Course Abbreviation (if title is over 30 characters)	
5	College	Arts & Sciences
6	Department	Art & Design
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed Credit
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	N/A
11	Maximum number of hours credit	N/A
12	Explanation for variable credit	N/A
13a	Course contact hours - LEC	N/A
13b	Course contact hours - Lab	N/A
13c	Course contact hours - Practicum	N/A
13d	Course contact hours - Seminar	N/A
13e	Course contact hours - Studio	6 hrs
13f	Course contact hours - Online	N/A
13g	Course contact hours - Colloquium	N/A
13h	Course contact hours – Field Experience	N/A
13j	Course contact hours - Internship	N/A
13k	Course contact hours - Research	N/A
13m	Course contact hours - Workshop	N/A
13n	Course contact hours – Other (specify)	N/A
14	Instructor Workload	4 hrs
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	Fundamentals of design concepts and processes through place-making and universal design. Human factors, building envelope and spatial development applied to varied building typologies. Design responses informed by historical and contemporary precedents. Spring.
18	List any prerequisites (course/s, test	DSGN 201: Fundamental Design I

	scores, class standing, major, etc.)	
19	List any co-requisites	N/A
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	N/A
21	Does this course have any special student costs? Yes/No <i>Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	N/A
22	How often will it be offered? Fall	N/A
23a	How often will it be offered? Spring	Yes
23b	How often will it be offered? Summer	N/A
23c	How often will it be offered? Fall	N/A
24	Frequency?	1 section per semester/session
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2013
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	DSGN 243: Human Dimension and Interior Space Last semester: Fall 2011
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	N/A

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course will replace DSGN 243: Human Dimension and Interior Space as a foundational design studio for both Interior Design and Pre-Architecture majors taken in the fall of their sophomore year. Both majors are currently required to take two design studios during their sophomore year; however, the studios are different for each major. This
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		course will provide a shared curriculum for both INTD and PRAR majors at the lower level.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	The addition of this course is part of larger, more comprehensive changes to the Interior Design and Pre-Architecture curricula. Currently, PRAR majors are required to take upper-level design studios during their sophomore year. These studios are also taken by INTD majors, but during their junior and senior years (hence the upper-level designation). This effectively creates a gap in the development of the PRAR students. The outcomes and evidence exhibited at the sophomore level for PRAR students are not completely aligned with second-year architecture students at other institutions with accredited architecture programs. In an effort to better prepare our PRAR students for continued studies in architecture, while strengthening the learning for INTD students, we need to provide a stronger foundation in the development of design concepts, processes and methods. That is the primary intent of this studio course. The overarching intent of the curricula changes, and subsequent course changes, is to provide a shared foundational design course sequence for both INTD and PRAR majors through their sophomore year, allowing further development and technical instruction specific to the disciplines to happen at the upper-level.

III.Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	This course targets students interested in learning about the creative concepts, processes and methods of designing buildings and spaces, and those pursuing a career in the architecture, design and/or construction. Restricted to Pre-Architecture and Interior Design majors and minors.
2	State the overarching course goal(s) in performance terms.	At the conclusion of the course DSGN 202: Fundamental Design II, students will demonstrate the ability to synthesize a variety of issues, including regulatory standards, anthropometrics, universal design and life safety. Students will be able to solve design problems that consider the interaction of human experience, global and cultural influences with the building envelope and occupied space.

2. Competencies and Measurements

Please see rubric attached to the course syllabus.

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Rengel, Roberto. *The Interior Plan: Concepts and Exercises*. Fairchild Publications, 2011. Print.
Ching, Francis. *Architecture: Form, Space and Order*, 3rd ed. New Jersey: John Wiley & Sons, 2007. Print.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V.Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

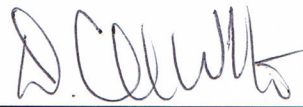
Primary Department



Department Chair

10-26-11

Date



Dean of the College
11-28-11

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A.Course ID: DSGN 202

Course Title: Fundamental Design II

1.College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ [Signature] 11-19-11
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2.Graduate Council Action: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3.University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐ _____
Associate Provost Date

4.University General Education Council Action: (when applicable)

Approved ☐ Denied ☐ _____
Provost or designee Date

5.University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐ _____
Chair, University Budget Committee Date

6.Academic Provost Action: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7.President of the University Action: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: October 26, 2011
TO: Brandon Young
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for DSGN 202 – Fundamental Design II

After reviewing the course application, the library is able to support the proposed course. Thank you for the opportunity to evaluate the syllabus and course proposal.

MEMORANDUM

To: *The University Undergraduate Academic Council*

Regarding: Fundamental Design II

Course Designer: Assistant Professor Brandon Young

Course Identification: DSGN 202

Date: 10.27.11



ADAMS CENTER

TEACHING • LEARNING • TECHNOLOGY

Abilene Christian University • ACU Box 29201
Abilene, Texas 79699-9201

COMPLETION OF SYLLABUS REVIEW

The Adams Center for Teaching and Learning has reviewed the syllabus for Fundamental Design II (DSGN 202). This syllabus adheres fully to the syllabus checklist and has the support of the Adams Center for Teaching & Learning.

A copy of this document should accompany the New Course Application as *Supporting Documentation (Section IV)* when presented to the UUAC. This document does not represent or address approval or review by the appropriate college academic council.

Sincerely,

Dr. Scott Hamm,
Director of Mobile Learning Research

DSGN 202: Fundamental Design II

Spring 2013 / Time: MWF 9 - 10:50am / Don Morris (DM) 209

3 credit hours

Prerequisite: DSGN 201: Fundamental Design I

Instructor: Assistant Professor Brandon Young

Office: Don Morris 327

Phone: 325 674 5671

E-mail: brandon.young@acu.edu

Office Hours: TBD

University Mission

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Department of Art and Design Mission

The mission of the Department of Art and Design is to provide programs of study and out-of-class experiences that will equip students with an increased understanding of the visual and spatial arts and assist them in developing the values, knowledge and skills essential to becoming artists and designers committed to Christian service.

Interior Design Program Mission

The mission of the Interior Design Program (accredited by the Council for Interior Design Accreditation) is to prepare students for Christian service in a diverse world in the formulation of solutions for creative and technically sound interior environments, which guard and enhance occupant well being.

Course Audience

This course targets students interested in learning about the creative concepts, processes and methods of designing buildings and spaces, and those pursuing a career in the architecture, design and/or construction. Restricted to Pre-Architecture and Interior Design majors and minors.

Course Description

Fundamentals of design concepts and processes through place-making and universal design. Human factors, building envelope and spatial development applied to varied building typologies. Design responses informed by historical and contemporary precedents. Spring.

Textbooks

Rengel, Roberto. *The Interior Plan: Concepts and Exercises*. Fairchild Publications, 2011. Print.
Ching, Francis. *Architecture: Form, Space and Order*, 3rd ed. New Jersey: John Wiley & Sons,

2007. Print.

Course Topics

1. Expand on topics in Fundamental Design I
2. Introduction to Programming
3. Introduction to Anthropometrics
4. Introduction to Life Safety
5. Introduction to Universal Design
6. Special Populations
7. Building & Finish Materials
8. S.I. (Metric Units)

Class Format

This course is referred to as a design studio. The design studio is the primary vehicle for education in design; therefore, it demands a great amount of preparation in research, study and on the drawing board. The studio format is designed to assist students in developing conceptual, technical and communication skills. **In order to develop these skills, class time will be dedicated to the following activities:**

1. **Projects:** Projects are comprised of several exercises of varying nature (research, conceptualization, drawing, model making, written assignments, etc.) that are intended to support and inform each project's development. I believe the design process is just as important as the final product, so an emphasis is placed on the development of ideas and concepts into "final" proposals. There are many tools available to assist in the design process, and students are expected to produce drawings and models using a combination of media during the semester.
2. **Critiques:** Critiques will take several forms including one-on-one w/the instructor, pin-ups w/classmates and reviews w/outside critics and other instructors. Active participation in critiques, as well as during daily studio work, is expected of each student to encourage a collaborative and communal learning environment.
3. **Lectures:** Lectures will be given as needed to provide information relative to conceptual and technical skills as they relate to: the fields of architecture and interior design, project typology and specific user needs.
4. **Class Discussions:** Although all projects in this class are completed individually, the studio is meant to be a collaborative environment. As such, I strongly encourage every student to be aware of the work their classmates are involved in and to learn from one another throughout the course of the semester. Everyone has something different, and valuable, to bring to the table.

Every student is expected to keep a sketchbook that documents information, ideas and inspiration gained throughout the semester. Design process work is evaluated and factors into each project grade. At the conclusion of the semester, copies of all design process work will be assembled into a "Design Process Book" that is submitted for a final grade. In addition, drawing, crafting of models, verbal and visual communication are all part of the studio effort.

Christian Perspective in Course

We are created in the image of God, and as such we are all co-creators with God. One of our most fundamental needs is that of shelter, and the act of building is primal. Adam and Eve took shelter in the garden, and mankind has long since used natural features as shelter (cave and forest). Much of human activity requires some type of shelter from the sun, wind, rain and/or snow. Since we must build, by necessity or desire, it is important to consider the way in which we build and how we use the materials available to us.

I believe Wendell Berry, farmer, writer, scholar and theologian, sums it up best:

"If we understand that no artist – no maker – can work except by reworking the works of Creation, then we see that by our work we reveal what we think of the works of God. How we take our lives from this world, how we work, what work we do, how well we use the materials we use, and what we do with them after we have used them – all of these are questions of the highest and gravest religious significance. In answering them, we practice, or do not practice, our religion." – Wendell Berry

Course Goals

At the conclusion of the course DSGN 202: Fundamental Design II, students will demonstrate the ability to synthesize a variety of issues, including regulatory standards, anthropometrics, universal design and life safety. Students will be able to solve design problems that consider the interaction of human experience, global and cultural influences with the building envelope and occupied space.

Competencies and Measurement

See attached rubric.

Assignments

Students will be given a recorded grade for each assignment/exam. All assignments/exams must be completed to pass the course. Students are encouraged to discuss earned grades with the professor for further feedback.

Assignment Grade Weights:

- 15% – Project 1
- 15% – Project 2
- 25% – Project 3
- 25% – Project 4
- 10% – Design Process Book
- 5% – Participation Grade

Grading Criteria

Grade Scale & Descriptions

A (90-100) - Excellent: Student's comprehension of course content and completion of projects

are exceptional. Student demonstrates a complete understanding and application of the course material.

B (80-89) - Good: Student's comprehension of course content and completion of projects are above average. Student demonstrates a strong understanding and application of the course material.

C (70-79) - Average: Student's comprehension of course content and completion of projects meets the minimum requirements. Student demonstrates a basic understanding and application of the course material. *Interior Design and Pre-Architecture majors must make a C or better to avoid retaking the course.*

D (60-69) - Unsatisfactory: Student's comprehension of course content and completion of projects are below average. Student demonstrates limited understanding and application of the course material.

F (0-59) - Failure: Student's comprehension of course content and completion of projects are inadequate and fail to meet the minimum requirements. Student performance is not acceptable.

Deadlines

Each assignment will have a specific due date, which will be listed in the brief and the course schedule. **All requirements for an assignment must be submitted at the beginning of class on the specified due date.** This policy applies regardless of the student's attendance on a specified due date. **Late work will be discounted by 50% and will not be accepted if submitted more than one class period after specified due date..** In the case of extreme situations (ex: extended serious illness or family tragedy) that impact your performance, please contact the professor immediately so special consideration and assistance may be given.

Attendance Policy

Absences

Students are expected to attend class, be on time and be fully engaged in the material during our meeting times. Class time is valuable for instruction, discussion, feedback and dedicated time to work on projects. Arriving to class more than 10 minutes late is considered an absence. Leaving class early without permission from the instructor is considered an absence. Engaging in any activity during class time, other than those directly related to the course, constitutes an absence.

Upon missing 20% of the course (9 absences MWF or 6 absences TR), you will be dropped from the class. For any absence, there is an expectation students will be prepared for the next class meeting. If you miss a class, you are responsible for the material covered and any assignments given. The "Participation Grade" is partially dependent on the student's class attendance. **Three or more absences MWF, or two or more absences TR, will result in a 0 for the participation grade.**

If your performance is impacted negatively by excessive absences/tardiness due to extended serious illness or family tragedy, students are encouraged to discuss these circumstances immediately with the professor for any special consideration and/or assistance. Excused absences are those granted approval through ACU with the appropriate forms.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full Policy is available for review at the **Provost's office website** and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

Student Work Policy

Original projects and assignments produced during this course by students may be retained by the department for use during an upcoming accreditation visit and/or to show as examples to future students. Students are encouraged to document (photograph, scan, etc.) their work frequently in order to build their portfolios. This is especially important considering first and second year reviews conducted by the department. If students need to obtain work that has been retained by the department, in order to document it or submit it to a competition or gallery show, please discuss with the instructor.

Special Needs Policy

We strive to provide equal access to all regardless of physical abilities. Please inform the instructor if you require special needs with regard to physical access and accommodations will be made as soon as possible.

Supplies & Materials Required

Drawing/Drafting Tools

- Architect's scale
- Drafting board w/parallel bar preferred (or 24", 30" or 36" T-square at minimum)
- Lead holders – for 2mm lead (I prefer one for each type of lead)
- Leads (experiment with different hardness, 6B is very soft, 6H incredibly hard – I typically use 2B, HB/F and 2H)
- Lead pointer (sharpener for drafting leads)
- Pencils for sketching (softer lead, General's Draughting w/maroon shaft is good)
- Pencil Sharpener
- Technical Ink Pens (.005, .01, .03, .05 mm @ min.)
- Circle/ellipse templates (various sizes)
- 1/4" residential template
- Adjustable triangles (two sizes – one small and one large is preferable)
- 30/60/90 triangle
- French curve and/or adjustable curve

- Compass
- Erasers (try some, Magic Rub is good)
- Erasing shield

Modeling Tools

- 12" or 18" metal ruler
- Hobby knife (X-Acto, Olfa, etc.)
- Scissors

Tapes/Adhesives

- Drafting dots or tape
- Craft glue (I like Sobo, but Elmer's Glue-All and others work)
- Glue stick
- Hot glue gun (optional)
- Spray adhesive (use it in third floor spray room ONLY)

Paper and Boards

- Trace (roll or sheets)
- Vellum (roll or sheets – 18" x 24")
- Foam core, chipboard, illustration board, matboard (as needed)

Miscellaneous

- 25' measuring tape
- Push pins
- Tackle box or art box (or shoe box or bag to store all of this stuff)
- Something to protect drawings – 20" x 30" portfolio (can be made from sheets of cardboard or chipboard) or a mailing tube
- Flash drive (2mb or greater)

Course Calendar

Week 1: Introduction to Course, Project 1

Week 2: Project 1 (cont.)

Week 3: Project 1 Complete

Week 4: Project 2

Week 5: Project 2 Complete

Week 6: Project 3

Week 7: Project 3 (cont.)

Week 8: Project 3 (cont.)

Week 9: *Spring Break (no class)*

Week 10: Project 3 (cont.)

Week 11: Project 3 Complete

Week 12: Project 4 (cont.)

Week 13: Project 4 (cont.)

Week 14: Project 4 (cont.)

Week 15: Project 4 (cont.)

Week 16: Project 4 (cont.)

Finals Week: Project 4 Complete, Design Process Book Due

PLEASE NOTE: *While every effort is made to ensure the information and schedule above is accurate and complete, from time to time there are errors and/or adjustments are needed as the semester progresses. Information in this course syllabus is subject to change at any time during the semester. All changes will be announced in class.*

DSGN 202: Fundamental Design II – Rubric

In addition to the criteria evaluated in DSGN 201: Fundamental Design I, the following are added to DSGN 202: Fundamental Design II.

Criteria	A: 90-100%	B: 80-89%	C: 70-79%	D: 60-59%	F: Less than 60%
Integrated Building Practices & Technical Knowledge					
Programming	Student demonstrates excellent ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.	Student demonstrates the ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.	Student demonstrates rudimentary ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.	Student demonstrates inadequate ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.	Student does not demonstrate the ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.
Anthropometric and Ergonomic Data	Project demonstrates the student's ability to select, interpret, and apply appropriate ergonomic and anthropometric data	Project demonstrates the student's ability to select, interpret, and apply appropriate ergonomic or anthropometric data	Project shows some evidence of the student's ability to select, interpret, and apply appropriate ergonomic and anthropometric data	Project exhibits little to no evidence of the student's ability to select, interpret, and apply appropriate ergonomic and anthropometric data	Project does not demonstrate the student's ability to select, interpret, and apply appropriate ergonomic and anthropometric data
Universal Design Concepts	Work demonstrates the student's understanding of and ability to appropriately apply universal design concepts through innovative design solutions	Work demonstrates the student's understanding of and ability to appropriately apply universal design concepts	Work demonstrates the student's understanding of and ability to appropriately apply some universal design concepts	Work demonstrates the student's lack of understanding and inability to appropriately apply universal design concepts	Work does not indicate any understanding of and ability to appropriately apply universal design concepts
Life Safety	Project demonstrates excellent ability to apply the basic principles of life-safety systems with an emphasis on egress.	Project demonstrates ability to apply the basic principles of life-safety systems with an emphasis on egress.	Project demonstrates rudimentary ability to apply the basic principles of life-safety systems with an emphasis on egress.	Project demonstrates inadequate ability to apply the basic principles of life-safety systems with an emphasis on egress.	Project does not demonstrate ability to apply the basic principles of life-safety systems with an emphasis on egress.
Diverse Populations	Student demonstrates an extensive understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals on the societal roles and responsibilities of architects.	Student demonstrates an understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals on the societal roles and responsibilities of architects.	Student demonstrates a rudimentary understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals on the societal roles and responsibilities of architects.	Student demonstrates inadequate understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals on the societal roles and responsibilities of architects.	Student does not demonstrate an understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals on the societal roles and responsibilities of architects.
Building Materials and Assemblies	Student demonstrates thorough understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.	Student demonstrates basic understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.	Student demonstrates rudimentary understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.	Student demonstrates inadequate understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.	Student does not demonstrate understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.
Finish Materials	Student's awareness of a broad range of finish materials and products is evidenced in all materials and products selected for the project.	Student's awareness of a broad range of finish materials and products is evidenced in the majority of the materials and products selected for the project.	Student's awareness of a broad range of finish materials and products is evidenced in some materials and products selected for the project.	Student's awareness of a broad range of finish materials and products is evidenced in a few of the materials and products selected for the project.	Student's awareness of a broad range of finish materials and products is not evidenced in any of the materials and products selected for the project.