General Studies Gold Request Form

Consult the General Studies Request FAQ for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in Kuali CM before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School	Department/School
Herberger Institute for Design and the Arts (CHI)	The Design School (CARCH)

Submission Type

Mandatory Review

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
INT	121	3

Course Information

Enter the course catalog information, found in the web course catalog or Kuali CM.

Course Title

Introduction to Computer Modeling for Interior Design

Course Catalog Description

Computers in interior design, including software concepts, specific packages, and problem solving, illustration, typography, modeling, and animation.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

None

Is this a crosslisted course?

No

Is this course offered by (shared with) another academic unit?

No

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

Quantitative Reasoning (QTRS)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

INT 121 Intro to Computer Modeling for INT.docx

Quantitative Reasoning (QTRS)
Quantitative and computational reasoning is essential for success in 21st-century careers, for critically evaluating information in the age of "big data," for assessing the quality of arguments conveyed through digital media, for informed participation in community and social life, and for contributing to the formulation of effective solutions for achieving a sustainable and just future. Quantitative reasoning enables students to apply relevant mathematical, statistical, computational, and visualization methods in academic, social and personal settings.

In a quantitative reasoning course, students learn about data, data management, data summaries, data visualization, and the use of computational tools with data. Data can take many forms, including numerical data, textual data, images, and others. Students also learn about how quantitative reasoning can be used to make arguments clear, precise and verifiable. Finally, they learn to build quantitative models, make predictions, and communicate their findings based on available data. This may include some combination of mathematical, statistical, computational or network models, or visualizations.

Most of the course content should align with the Gold category learning outcomes.

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. **Do not provide links to Canvas shells.**

QTRS Learning Outcome 1: Understand variables, measurement and data, including how they can be used to pose and answer questions about society and nature, and to manipulate, organize, classify and visualize quantitative data.

Explanation of QTRS Learning Outcomes in INT 121 Introduction to Computer Modeling for Interior Design

Both quantitative and qualitative reasoning provide significant opportunities for learning in INT 121.

The first half of the class focuses on the two-dimensional (2D) environment using Adobe Photoshop, Illustrator and InDesign. These 2D graphic representation skills are assessed in four assignments and help students communicate the final assignments in their presentations. They learn about the difference between raster and vector software and the best uses for each application. They create shapes, lines and text of set measurements in both raster and vector software and then manipulate objects on a 2D plane to fulfill assignment requirements.

The second half of the class focuses on three-dimensional (3D) modeling. This is where quantitative and qualitative reasoning are apparent. Modeling in 3D is a process of acquiring and manipulating a mathematical coordinate-based representation of objects in three dimensions. Two assignments (5 and 6) focus on 3D modeling and the 2D presentation and communication of that model.
The software application used in the instruction is Trimble SketchUp. This 3D modeling software is commonly used in the construction industries of interior design, architecture and landscape architecture.

Several concepts are covered to help students understand quantitative and qualitative reasoning while working within the 3D computer modeling environment:

1. Geometry of shapes in 2D and 3D (i.e., square versus cube)
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10. Changing views and reference planes
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14. To import and export to common 2D and 3D formats

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In Assignment 6, students measure the built environment around them to gather data to build a unique two-story 3D residential house. Research articles and websites of typical building measurements are to be reviewed on Canvas prior to beginning the construction of the house. They are to gather data (i.e., mathematical calculations and dimensions) from the world around us and online sources to build accurate representations of furniture and the built environment. They calculate the building's square footage and must work within the stated restrictions and parameters of the assignment. A staircase connecting the two building levels is required. Students are asked to analyze stair construction, gather measurement data (slope, height, depth), and use such data to build a suitable staircase. The building must have a roof with angled slope (i.e., digital protractor). Students must show that the building could be a viable 3D living environment that reflects accurate measurements of human scale and proportion. The final component of assignment 6 is to create a short animaèn (4D: Time). This animated walkthrough video has the camera set to the eye height of the 95th percentile. They have a time parameter to meet and a requirement to create multiple scenes from a perspective view. Basically, can a human walk into and through the building? Is this realistic? The presentation of assignments 5 and 6 are done in Indesign after exporting images and manipulating them in Photoshop (e.g., a 3D model communicated back in 2D).

QTRS Learning Outcome 2: Evaluate arguments from everyday life or academic fields of study that are represented mathematically, statistically, computationally, or in visualizations.

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QTRS Learning Outcome 3: Formulate hypotheses, mathematical models or narratives that are consistent with quantitative data.

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QTRS Learning Outcome 4: Communicate how quantitative data, interpretations, or models are connected to outcomes, predictions, decisions, explanations, or future states.

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QTRS Learning Outcome 5: Effectively employ one or more digital tools to demonstrate quantitative reasoning, interpretations of calculations, or the creation and evaluation of visualizations.

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List all course-specific learning outcomes. Where appropriate, identify the associated QTRS learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with a QTRS learning outcome.

1. To gather, summarize, analyze, and visually describe data accurately through the measurement and representation of two-dimensional and three-dimensional modeling and design. [QTRS LO1, LO2, LO3, LO4, LO5]

1. To design hypothetical 3D models in hand drawn sketches and then calculate measurement data to construct 3D environments on the computer [QTRS LO1, LO2, LO3, LO4, LO5]

1. To use geometry and the cartesian coordinate system to create 2D objects and extrude objects into 3D along the X, Y or Z axes in communication and decision making regarding proposed future designs [QTRS LO1, LO4, LO5]

1. To visually communicate 3D design ideas as a form of explanation, to show clients in views and references planes what the design might appear to be if physically built [QTRS LO4, LO5]

1. To accurately measure, analyze, and interpret data of dimensions from the physical environment around us to create accurate representations of 3D furniture and buildings on the computer [LO1, LO2, LO3, LO4, LO5]

1. To have a basic understanding of color theory, and how the geo-location of a model can impact light and shadow [QTRS LO1, LO2].

1. To select software appropriate to a given task and solve basic design representation problems using a combination of software tools [QTRS L1O5]

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Keith Smith - February 27, 2025 at 1:35 PM (America/Phoenix)

Department Approval

Approved

Paola Sanguinetti

Amanda Osman

Al Sanft

John Takamura

Keith Smith - February 27, 2025 at 1:36 PM (America/Phoenix)

GSC Coordinator Review

Sent Back

TJ Robedeau - February 27, 2025 at 1:39 PM (America/Phoenix)

Please include in the syllabus the GS Gold Syllabus Statements exactly and with no changes made, "This course fulfills...". The GS Gold Syllabus Statements can be found at the following website: https://docs.google.com/document/d/1JrFD2qKryUpvc0wvj4C2N8i0lqoQKY4XRmFOgkNnyF0/edit?tab=t.0. Thank you!

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Keith Smith - February 27, 2025 at 1:43 PM (America/Phoenix)

Department Approval

Approved

Paola Sanguinetti

Amanda Osman

Al Sanft

John Takamura

Keith Smith - February 27, 2025 at 1:43 PM (America/Phoenix)

Syllabus updated.

GSC Coordinator Review

Approved

TJ Robedeau - February 27, 2025 at 1:46 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - February 27, 2025 at 1:53 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - February 28, 2025 at 2:55 PM (America/Phoenix)

April Randall

Quantitative Reasoning (QTRS) Subcommittee

Acknowledgement Requested

Jason Nichols

Terri Kurz - March 25, 2025 at 12:15 PM (America/Phoenix)

Revise and resubmit: The committee was unable to make a thoughtful decision because the submission did not align with the QTRS statement and LOs (the paperwork was filled out incorrectly). If aligned properly, the committee thinks there could be a QTRS designation. This is an applied design course on human factors/ergonomics. There are sufficient quantitative reasoning skills here that need to be addressed by the syllabus and aligned with QTRS requirements. The committee feels that the QTRS statement on the submission form that starts with “Quantitative and computational reasoning is essential for success…” needs to be reviewed and the course needs to align with this statement and all LOs.

Michelle Mancenido

Elizabeth Kizer

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Proposer Notification

Notification

Keith Smith

College Notification

Notification

Stephani Etheridge Woodson