COURSE: DME3010/3020 Digital Media Solutions Team

FACULTY: Deana Marzocchi, Eugene Santos

COURSE DESCRIPTION: Digital Media Solutions Teams or TECX (Technology Experiential Education) is the university internship that provides students with hands-on design and development projects from “real world” clients. Based in the Feinstein Technology & Design Center (FTDC), in the School of Engineering & Design, students work on a wide range of team-based digital design projects from print design to digital media. The results of students’ work are used in the day-to-day operations of dozens of nonprofit client organizations. Faculty members oversee the internship. Solutions Team is the direct application of skills learned in the classroom and meets the university's community service-learning requirement.

COURSE OBJECTIVES:
Demonstrate proficiency at rendering shape, value, line and perspective in 2D space.
Exhibit confidence in using traditional drawing materials and digital tools.
Apply creativity techniques when preparing contemporary drawing approaches to problem solving.
Describe the basic workflow of concept development in visual solutions.
Draft and prepare visual solutions using pre-defined requirements and problems.
Utilize basic digital tools to capture, save and exhibit drawing work.
Utilize the terminology and language of drawing and design to analyze portfolio level drawing work.

CBEE PROJECT EXAMPLES: For many years, DME3010/3020 has integrated CBEE as the primary teaching and learning strategy for achieving course learning outcomes. Student teams are assigned a nonprofit “client” that has specific web or print design needs. The teams meet with their clients, learn about the organization and, with the assistance of faculty, develop web and/or print designs within the client’s specifications. At the end of the term, the teams present the finished work to the client, so that the client leaves with tangible products they can use right away to help accomplish the mission of their organization. The students in the course benefit from the opportunity to work with a real client, the increased motivation of knowing that their finished work will be put to use, and a valuable addition to their design portfolio. This successful model was formalized into the opening of the Feinstein Technology & Design Center in 2007 with a grant from the Feinstein Foundation.

Nonprofit clients have been recruited by the FCSC staff since 2005. Because 25-30 new client projects are needed each year, it is important to have extensive community connections to solicit projects, as well as the ability to orient potential nonprofit clients in order to determine whether their projects and their availability are a good match for the course. One of the faculty members who teaches this course, Deana Marzocchi, was a JWU CSL Faculty Fellow last year, and her work with the Feinstein Community...
Service Center staff led to the development of more useful reflective assignments for DME3010/3020 that help students connect their experience working with clients to their course-specific learning and civic learning outcomes.

In this course, the work with the nonprofit client is the primary teaching tool, as well as the primary strategy for achieving the course learning outcomes (listed above). Faculty mentor the students as they work with their nonprofit clients and help the students process their experience, draw lessons, and implement key design and customer service principles. This course prepares students to succeed in their internships and in the workplace after graduation. It serves as the first authentic learning environment within the degree program, and service-learning is an essential component of that learning environment.

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**COURSE: CAD2040 Architectural CAD**

**FACULTY:** Eric Army

**COURSE DESCRIPTION:** This course develops standard industry practices used in CAD for architectural applications. Basic drafting topics introduced include, but are not limited to, residential, commercial, structural applications for floor plans, foundation plans, elevations, sections, details, and pictorial drawings. The use of national, state and local codes is integrated with theory. Related lab assignments are based on individual projects and team projects.

**COURSE OBJECTIVES:**
1. Demonstrate CAD drawing ability by completing assignment tasks, which include residential house plans, light commercial buildings and multi-floor steel structures; developed as basement, floor, detail elevations, sections and pictorials. The assignments must meet an industry standards format outlined in the class syllabus.
2. Demonstrate by written or oral testing the understanding and use of abbreviations for architectural terms, standards dimensioning practices, Code usage as applied to National, State, and Local requirements, ADA regulations as applied to residential and commercial buildings.
3. Develop a team project and report from assigned topics. (Instructor Directed)

**CBEE PROJECT EXAMPLES:** For the students’ first architectural design project they propose mixed-use retail and housing solutions for lower Manton Avenue in Olneyville Square. The students met with city planners and a local Community Development Corporation (Olneyville Housing) to discuss the history, challenges and goals for this area. As the term has progressed, the students have learned how to design an architectural project that can respond to an area with a deep heritage, as well as deep needs.