APPENDIX A: CHARRETTE DESCRIPTION
The figure below was provided to the students to introduce the charrette design scenario. Redactions ensure double-blind review.

Project Z Design Guidelines

**Task**

Based upon the [Redacted], design all necessary modifications to the existing structure to support 50 people for 2 weeks during an intense Class 2 Zombie Outbreak.

**Scenario**

Details are unclear, but the initial outbreak of the Solanum virus in [Redacted] started during the [Redacted] vs. [Redacted] football game at [Redacted] Stadium. It is suspected that a [Redacted] fan was the first infected. The initial Class 1 Zombie Outbreak was not publicized due to a media cover up. Containment of the infected was unsuccessful and the situation quickly developed into a Class 2 Outbreak. At that point, media outlets began picking up the story. Meanwhile, a strict Federal response has begun to seal off the perimeter of the city. The situation around the Hospital and Police Department Offices is dire – don’t go there. You and your team, along with a resolute group, are locked within the city limits and must prepare on your own for the pending Class 3 Zombie Outbreak. Your education and training will be vital to your survival.

Your team has two choices to make. First, what is your group of 50 occupants going to focus on – hunkering down and salvaging culturally relevant objects and documents from within the City for preservation, or conducting an offensive against the zombie horde? You must choose between these two scenarios as it will greatly affect your design concept and execution. Second, is your group going to accept newcomers over the next two weeks, or not? If yes, then you will need to provide accommodations for 10 additional people. All 10 will be healthy and able-bodied.

The occupants of your design will continue to experience this traumatic event, and some of them will get injured, during the two weeks. Within the first 48 hours, 2 will need crutches, 2 will have one arm amputated below the elbow, 3 will have one leg amputated above the knee, and 3 will have suffered a head injury. The design will need to accommodate these 10 users throughout the 2 weeks. The occupants are evenly split male and female (25 each). You must also accommodate 5 dogs – 2 German Shepherds, 1 Labrador Retriever, 1 Golden Retriever, and a Springer Spaniel.

**Design Requirements**

Based upon the answers to your scenario choices above, make design modifications to the existing structure that will:

1. Provide a defensible haven against an intense Class 2 Zombie Outbreak that will intensify as the two week time frame progresses.
2. Provide a place to sleep, eat, bathe, and defecate based upon physical capabilities (disabled or not) for 50 people minimum and the dogs.
3. Provide storage of life and defensive essentials, and precious objects/documents if applicable, for a minimum of 2 weeks.
4. Provide clean water.
5. Provide clean air.
6. Provide food.
7. Generate a minimum of electricity.
8. Triage for the injured as described above.

**Design Deliverables**

The types of diagrams, drawings, images, and renderings are up to you and your team. Your chosen visual communication tools must accomplish the following:

1. Clearly and thoroughly describe the design concept and intent.
2. Clearly and thoroughly describe the design modifications and how they work.
3. Grab the attention of the viewer through visual engagement.
4. Written descriptions, annotations, and conceptual statements to enhance the graphic nature of the presentation.

Your team will have an area of wall 18” wide by 48” tall to display your work. There will be NO verbal presentation permitted prior to judging.

**Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>17:00</td>
<td>10.16.2013</td>
<td>Project Z Begins</td>
</tr>
<tr>
<td>08:00</td>
<td>10.21.2013</td>
<td>Design Work Complete and Pinned Up</td>
</tr>
<tr>
<td>17:00</td>
<td>10.30.2013</td>
<td>Project Z Awards</td>
</tr>
</tbody>
</table>
Using the Charrette Design Model to Foster Connections amongst Peer Designers and External Allied Fields

APPENDIX B: BREAK-OUT SESSION NOTE-TAKING SHEET

The figure below shows an example of a guided note-taking sheet provided to the students to help facilitate the interaction between students and professionals.

Urban Planning Expert Break-out Session

1. What is CPTED (Crime Prevention Through Environmental Design), and why does it exist?

2. What general CPTED strategies did you hear about that you need to relay to your team members?

3. What did the guest expert have to say about the following specific areas of the Fine Arts Annex?
   a. Immediate surroundings/neighborhood buildings
   b. Street level/Sidewalk areas
   c. Building Edges/Entrances
   d. Building Roof

4. What did the guest expert have to say about certain issues that may need to be coordinated with other areas of expertise as outlined below?
   a. HVAC
   b. Plumbing
   c. Electricity
   d. Architecture
   e. Medical Planning Concerns

5. What additional things do you need to relay to your team members regarding the content of this break-out session?
Using the Charrette Design Model to Foster Connections amongst Peer Designers and External Allied Fields

APPENDIX C: STUDENT SURVEY
The figure below shows a sample of the survey provided to the student charrette participants after completing the charrette.

Your completion of this questionnaire will assist faculty in making future design charrettes better for students. Feel free to answer honestly as your answers are anonymous and cannot affect your grade.

1. What is your status in the Interior Design Department?
   A. Undergraduate    B. Graduate

   1a. (If A is selected above)
   What is your status in the department?
   
   2nd year   3rd year   4th year

   1b.1. (If B is selected above)
   What is your status in the graduate program?

   1st year   2nd year   3rd year (or beyond)

   1b.2. (If B is selected above; to follow 1b.1)
   What is your track in the graduate program?

   1st Pro   Adv. Pro   MFA

External Experts
Inviting outside experts to speak on various topics to students is a high priority of this Interior Design Department. Please rate the usefulness of each expert to your design solution that was provided to you for this project. Use this scale below:

0 = I did not attend this session
1 = not at all useful
2 = minimally useful
3 = moderately useful
4 = very useful
5 = extremely useful

2. Urban Planning Expert, Bill Pable:

   0 1 2 3 4 5

3. Mechanical Expert (HVAC + Plumbing), Larry Ruben:

   0 1 2 3 4 5

4. Electrical Expert, Pat Patterson:

   0 1 2 3 4 5

5. Medical Expert, Daniel J. Van Durme:

   0 1 2 3 4 5

6. Architecture Expert, David Gilchrist:

   0 1 2 3 4 5

7. If you thought another topic(s) should have been included in the expert sessions, please list it/them below.
APPENDIX D: STUDENT SURVEY RESULTS

The figures below graphically show the results of several key questions in the student survey.
APPENDIX E: STUDENT WORK SAMPLE 1
This figure shows a work sample from the student team who earned a first place award in the charette.