

Date of request: 12-OCT-2018

Request ID: E-2018-FCS-113

College: E

Department: FCS

Initiator name: Bernard Proeschl

Initiator email: [bernard.proeschl@wmich.edu](mailto:bernard.proeschl@wmich.edu)

Proposed effective term: 201940

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

New Course FCS 2420

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:

FCS 2420

2. Proposed credit hours:

3

3. Proposed course title:

Design History: The Built Environment

4. Proposed course prerequisites:

FCS 1560 and FCS 1570 and FCS 1590

5. Proposed course corequisites:

none

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

none

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

D

8. Major and/or minor restrictions:

Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

IDDJ

10. Classification restrictions:

Include

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

SO

12. Level restriction:

Include

13. List the level (undergraduate, graduate) that is to be included or excluded.

UG

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Design History

17. Is this course repeatable for credit?

No

18. Is this course mandatory credit/no credit?

No

19. Select class type:

Lecture

20. How many contact hours per week for this course?

4

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Undergraduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.

No

D. Explain briefly and clearly the proposed improvement.

Create a new course FCS 2420 Design History: The Built Environment for the Interior Design major (IDDJ)

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

As a result of the recent accreditation review, faculty re-evaluated the program curriculum and are making changes. This new course replaces FCS 2510 Period Interiors I and FCS 2520 Period Interiors II

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Upon successful completion of this course students will be able to:

- understand and value the importance of taking a global view of design by considering the social, cultural, economic, and ecological contexts in all aspects of their work
- comprehend the business practices and professionalism of interior designers, the principles and processes that define the profession, and the value of interior design to society
- demonstrate effective communication through team activities and presentations
- apply knowledge of the history and theory of interiors, architecture, decorative arts, and arts to course projects

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

Creating the new course is partially a response to the self-study process for re-accreditation. and industry standards

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution.

Demonstrate that the program you propose is not a duplication of an existing one.

This is an internal program change and does not affect others.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

The only effect on the Interior Design program is that faculty who teach the current course are in the process of modifying the content for the new course. The change does not affect other programs in the department.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

There are no negative effects on students. The course replaces two 2000 level courses which students take as sophomores. The new course will be delivered in the same time slot.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

This program has had stable enrollment of 80-90 students per year for many years. Virtually all graduates obtain employment in the interior design profession. The new course will benefit students by providing more relevant and current content that is utilized by practitioners.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

There is no effect on resources. The new course replaces an existing one and does not require additional resources

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. The new course replaces an existing one so transfer guides and related advising materials will need to be updated.

O. Current catalog copy:

Fall 2018

CRN: 41578

FCS 2510 - Period Interiors I

Influences and characteristics in period decoration and furniture of historical interiors and exteriors from antiquity up to English Victorian.

Additional Information

Campus: Main

Schedule Type: Lecture  
Instructional Method: Traditional

Prerequisites and Restrictions: This course is restricted to the following major(s):  
Interior Design (IDDJ)  
Pre-Interior Design (IDDP)  
Interior Design (INDN)

Spring 2019  
CRN: 10495  
FCS 2520 - Period Interiors II

Influences and characteristics in period decoration and furniture of historical interiors and exteriors from Early American through contemporary.

#### Additional Information

Campus: Main  
Schedule Type: Lecture  
Instructional Method: Traditional

Prerequisites and Restrictions: This course is restricted to the following major(s):  
Interior Design (IDDJ)  
Pre-Interior Design (IDDP)

P. Proposed catalog copy:  
FCS 2420 Design History: The Built Environment

A global overview of vernacular traditions and design movements that have shaped the built environment. Emphasis is placed on cultural events that have informed period architecture and interior design, with additional discussion of political, religious, economic, and popular movements that have had a significant influence on design history.

Prerequisites: FCS 1560, FCS 1570, FCS 1590

3 Credit Hours

Department Curriculum Chair approver: Richard Zinser

Department Curriculum Chair comment:

Date: 10-JAN-2019

Department approver: Richard Zinser

Chair comment:

Date: 10-JAN-2019

# FCS 2420

## DESIGN HISTORY: THE BUILT ENVIRONMENT

### FALL 2019

Lecture                      Tues.Thurs. 2303 Kohrman 00:00pm – 00:00pm (xxxxx)

### INSTRUCTOR

Berni Proeschl, AIA

Associate Professor

2503 Kohrman Hall

telephone: 387-3724 (office - try this number first)

381-6717 (home)

e-mail:            bernard.proeschl@wmich.edu

### OFFICE HOURS

Monday & Wednesday 12:00pm – 1:00pm, or by appointment.

### REQUIRED TEXT

**A HISTORY OF INTERIOR DESIGN, Fourth Edition, by John Pile and Judith Gura, 2014 John Wiley & Sons, Inc., Hoboken, New Jersey**

### CIDA STANDARDS

- Standard 4. Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.
- Standard 6. Business Practices and Professionalism – Interior designers understand the principles and processes that define the profession and the value of interior design to society.
- Standard 9. Communication – Interior designers are effective communicators.
- Standard 10. History and Theory – Interior designers apply knowledge of history and theory of interiors, architecture, decorative arts, and arts when solving design problems.

### POLICIES

Attendance in class is of course expected, but participation is preferred...

Whether official or not, every absence must be documented by a written excuse submitted to the instructor.

Quizzes will be given promptly at the start of class. **No late quizzes will be accepted. No makeup quizzes will be given.** Should you find yourself seriously ill or experience some other emergency on an exam or quiz date, you must contact me personally **prior to class/exam time.**

In this event special arrangements may be made at my discretion regarding the makeup of possible points; I may require evidence of why you are unable to attend class on the scheduled test date. Also, a makeup exam will need to be scheduled within one week of the previously scheduled date.

Points for professionalism will be awarded at the instructor's discretion. Points may be withheld for unprofessional communication with the instructor or other students, for missing classes, for arriving late or leaving class early, for not participating in classroom discussions, for using phones or other communication devices during class time, etc.

**Cell phones are to be turned off and placed out of site during class.**

Every effort will be made to address your questions about concepts during lecture; however, due to many students and short studio periods questions can go unanswered...**please make an appointment for additional time if you feel it necessary!**

If you have a learning disability that may interfere with your performance in this class, please let me know during the first week of the semester.

### **Academic Integrity**

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at

<http://catalog.wmich.edu/content.php?catoid=24&navoid=974> and the Graduate Catalog at

<http://catalog.wmich.edu/content.php?catoid=25&navoid=10>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are

uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see [www.wmich.edu/sexualmisconduct](http://www.wmich.edu/sexualmisconduct).

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct [www.wmich.edu/conduct](http://www.wmich.edu/conduct)
- Division of Student Affairs [www.wmich.edu/students/diversity](http://www.wmich.edu/students/diversity)
- Registrar’s Office <http://www.wmich.edu/registrar/calendars/interfaith>
- Disability Services for Students [www.wmich.edu/disabilityservices](http://www.wmich.edu/disabilityservices)

#### **ACCREDITATION PROJECTS / EXAMS**

**Selected student quizzes, semester projects, and all exams will be held from this class for CIDA (Council for Interior Design Accreditation) review. Students may borrow these materials back by making individual arrangements with the faculty.**

#### **FINAL EXAM DATE**

**WEDNESDAY DECEMBER XX, 00:00pm – 00:00pm**

#### **GRADING SCALE**

93 – 100	<b>A</b>	
88 – 92		<b>BA</b>
83 – 87		<b>B</b>
78 – 82		<b>CB</b>
73 – 77		<b>C</b>

68 – 72	<b>DC</b>
63 – 67	<b>D</b>
62 and below	<b>E</b>

## GRADING CRITERIA

- **A** - Always turns in outstanding work that goes beyond the requirements. Sets a standard that can be used as a benchmark for other students. All work submitted on time.
- **B** - Turns in consistently good work but knowledge and skills are not fully developed; should do quite well in the field. All work submitted on time.
- **C** - Average level of competence describes the ability and performance level of the majority of students working neither above nor below the average. Most likely will be adequate in the field. Usually turns work in on time.
- **D** - Constantly below average; should probably consider changing majors. Seldom meets deadlines.
- **E** - Very poor work with no hope for a future in the field. Does not meet deadlines or perform assignments.

## GRADING CALCULATIONS

<b>Quizzes (5 @ 8% each), lowest dropped</b>	<b>32%</b>
<b>Semester Project</b>	<b>26%</b>
<b>Midterm Exam</b>	<b>21%</b>
<b>Final Exam</b>	<b>21%</b>

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<b>TOTAL</b>	<b>100%</b>
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## REVIEWING SLIDES

Slide presentations and study guides will be available on Elearning.