

Date of request: 10-MAR-2019

CEHD 973

Request ID: E-2019-FCS-3

College: E

Department: FCS

Initiator name: Mary Beth Kennedy Janssen

Initiator email: marybeth.kjanssen@wmich.edu

Proposed effective term: 202010

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 1590

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

1. Proposed course prefix and number:

FCS 1590

2. Proposed credit hours:

3

3. Proposed course title:

Design Communication III:Graphic Representation

4. Proposed course prerequisites:

FCS 1490 and FCS 1500

5. Proposed course corequisites:

FCS 1570

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):
none

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:
INDN, IDDJ

10. Classification restrictions:
Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
NONE

12. Level restriction:
Not Applicable

13. List the level (undergraduate, graduate) that is to be included or excluded.
Not Applicable

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 Com III: Graphic Rep.

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.

This proposal creates a new course, FCS 1590 Design Communication III: Graphic Representation. Having a dedicated course for this area of instruction will improve the quality of the work of the students in the program. All studio courses require poster presentations in conjunction with verbal presentations. The quality of the poster presentation relies on using communicative information that utilizes digital programs. Learning these programs along with creating quality graphic communication will be accomplished in this course.

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

The content of this course will introduce and support an Interior Design Program Goal #5: To stress the importance of a multimedia approach to the design process. By introducing this course in the first year, all subsequent student work will be enhanced by having this instruction. All studio projects will utilize the graphic principles and computer programs that will improve their work. Another asset to this instruction is for competition submissions. The current submissions are always digital presentations and if the graphic representation is not well executed, it will not be selected for consideration.

Pre-requisites of FCS 1490 Design Communication I: Architectural Drafting and FCS 1500 Intro to Interior Design will be necessary to provide the foundation for subsequent interior design focused work. If the students enrolled in this class did not have this foundation they would not be able to excel in the material covered.

Co-requisite of FCS 1570 Sketching for I. D. will enable the student to combine hand drawing techniques with digital enhancements.

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.

The learning outcomes for this course are:

- Recognize the power of a visual language and why it matters.
- Distill and visually communicate data and research in exercises and projects.
- Understand the fundamentals of color management in digital projects.
- Understand the fundamental elements of illustration, logo design, and branding through research projects.

- Understand and apply the features of and procedures for various types of digital imaging software in projects.
- Apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences in exercises and projects.
- Apply the elements and principles of design in two-dimensional visual communication projects.
- Understand and apply the fundamentals of typography in exercises and projects.

These outcomes will be measurable in the projects, tests and exercises that will be required for the course.

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.

In 2017, our program was re-accredited by CIDA (Council for Interior Design Accreditation). The site visit was preceded by a self-study of our program by the faculty. In the self-study, many CIDA standards were successfully addressed in the design process but were lacking in some areas in their final documentation. Better graphic representation of their process would demonstrate that the rationale for the design solution is better communicated in the final project.

Input from the Professional Advisory Board suggests that some students need to strengthen their digital media skills to convey design intent. This was also evident in the mock interviews. In particular, what needs improvement is the organizational aspects of information and info-graphic presentation techniques.

The creation of this new course, FCS 1590 will support this area of improvement.

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.

The current interior design curriculum requires a course from the School of Art; ART 2450 Graphic Design (non BFA). That course is limited to a junior year enrollment status which is too late to effectively take advantage of its application in the interior design major. We have determined that the course could continue to be offered to our students as an elective. We will be deleting this course from our required curriculum and replacing it with the FCS 1590. This new course will provide instruction at the freshman level so that the material covered will apply to all courses in the interior design program. Since this course will be restricted to the Interior Design major, it will have no other affect on other departments or programs.

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

No Effect

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.

Since this is a freshman class, there will be no effect on current students. This course will increase the total credit hours for the spring semester of freshman year by 3 credit hours. Since it is a technology based course, it will potentially free up some of the time consuming hand drawing work that has been the only option for freshmen in the previous curriculum.

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 course will be part of the required curriculum for the Interior Design major and minor.

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.)

The faculty that will teach this course will be a part time instructor if there is no success in the search for a yearly-appointed term faculty. Since this course will be new and does not replace a course taught by the interior design faculty, the current faculty workload would require either a part-time faculty or an additional faculty member. The material covered in this course would be easily taught by a practicing professional.

This course will be taught in the shared Computer Lab. There are no other technology-based courses taught in the interior design curriculum in the proposed spring semester. There will be one course offered by the Fashion Design program in the spring semester. Up to four separate classes typically share the use of the computer Lab over a given semester and that has not presented any issues that have not been resolved through careful scheduling.

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.

This course may be acceptable for transfer credit but student work examples would have to be reviewed before granting transfer credit.

O. Current catalog copy:

Not Applicable as this is a new course

P. Proposed catalog copy:

FCS 1590 Design Communication III: Graphic Representation

Type description

Introduction to graphic composition as a communication tool for presenting design ideas and concepts. Digital software platforms are introduced and explored in conjunction with architectural drawings and imagery.

Prerequisites: FCS 1490, FCS 1500

Corequisites: FCS 1570

Department Curriculum Chair approver: Richard Zinser

Department Curriculum Chair comment:

Date: 11-MAR-2019

Department approver: Richard Zinser

Chair comment:

Date: 11-MAR-2019

SYLLABUS

Meeting Times

5:00 – 6:20, Tuesday Thursday

Instructor: TBD

Title:

Office

Email:

Office Hours:

Catalog Description

Introduction to graphic composition as a communication tool for presenting design ideas and concepts. Digital software platforms are introduced and explored in conjunction with architectural drawings and imagery.

Prerequisites: FCS 1490, FCS 1500

Co-Requisite: FCS 1570

Department of Family & Consumer Sciences, Western Michigan University

FCS Department Mission Statement:

“The Department of Family and Consumer Sciences provides integrative educational programs and conducts research focused on reciprocal relationships; relationships among individuals, families, and their near environments with the goal of improving the quality of life within a dynamic global community.”

The Interior Design Program Mission Statement:

“The Interior Design program at WMU prepares students for professional practice and continuing education through seeking and solving complex design challenges in the built environment. Students strive to redefine the status quo and discover how to enhance the quality of life through design.”

Required Texts

TBD

Recommended Texts

TBD

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

- Recognize the power of a visual language and why it matters.
- Distill and visually communicate data and research in exercises and projects.

- Understand the fundamentals of color management in digital projects.
- Understand the fundamental elements of illustration, logo design, and branding through research projects.
- Understand and apply the features of and procedures for various types of digital imaging software in projects.
- Apply a variety of communication techniques and technologies appropriate to a range of purposes and audiences in exercises and projects.
- Apply the elements and principles of design in two-dimensional visual communication projects.
- Understand and apply the fundamentals of typography in exercises and projects.

Grading Criteria:

55	3 Projects
35	7 Exercises
10	Final Presentation & Critique
10	<u>Attendance & Professionalism</u>
100	

Grading Criteria

It is difficult to be completely objective when assigning grades for studio projects. The following criteria is used to maintain as much objectivity as possible.

A 95-100 Excellent work. Great attention to detail. Outstanding work that solved the problem and went beyond the requirements. Showed full mastery of all objectives presented for the project. Work was submitted on time.

BA 91-94 Very good work. Good attention to detail. Turned in work that met the requirements in a creative way. Showed mastery of objectives presented for the project. Work was complete and submitted on time.

B 86-90 Good work that met the requirements of the project. May need to pay more attention to detail. Usually lacking evidence of mastery in one aspect of the work process. Work was complete and submitted on time.

CB 81-85 Fair work that met most of the requirements. Usually lacking evidence of mastery in some aspect of the work process, in technical skill or in time management.

C 76-80 Average level of competence. Work shows good understanding of objectives of project, but lacks complete mastery in most areas.

DC 81-75 Below average. Most aspects of the project were complete, but did not meet the standards expected of students at this level.

D 66-70 Unsatisfactory. Some of the work for the project was completed, but was lacking mastery in all areas of the design process.

E 65 and below Very poor work did not meet deadlines or perform assignments.

Special Note: If an assignment or a portion of an assignment is missing, the grade points will be doubled and subtracted from the total accumulated grade points.

Exam Dates

TBD

Attendance (6 grade points)

Attendance is expected at all class meetings from start to finish. An absence for any reason is an absence. A student who arrives late or leaves early will be marked absent. Any absence in excess of

three sessions will not receive any grade points for **Attendance**. If you are ill, an excused absence will be granted only if the instructor is notified via email **before the class**.

It is the student's responsibility to obtain handouts, notes and lecture information from a fellow student. If a student is absent on a day I return projects and grades, it is the student's responsibility to see me during office hours to collect the project.

Professionalism

4 pts. Accepting critique in a positive manner and using it to improve work.

Late work

Late work is not accepted in this class. "Late" means five or more minutes after it is due. If you are seriously ill or have some other personal emergency, contact me **prior to the due date** and consideration of an extension may be given. You may be asked to document your emergency.

University Policies

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=1030>. 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.

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
- Division of Student Affairs www.wmich.edu/students/diversity
- University Relations Office <http://www.wmich.edu/policies/religious-observances-policy>
- Disability Services for Students www.wmich.edu/disabilityservices

Classroom respect:

Please silence all cell phones during lecture and do not talk on the phone during the class period. Please show respect by not talking to classmates during lectures, when another student is presenting, or when the instructor or a guest is speaking.

I reserve the right to amend the syllabus and the schedule; students will be notified of all changes in writing.

FCS 1490 GRAPHIC REPRESENTATION
 SPRING SEMESTER, 2020

WEEK	CLASS DATE	TEXTBOOK READING
		<i>to be read along with the assignments</i>
1	m	Intro to course, review Syllabus, Supplies & Schedule.
	w	lecture: Graphic Design Principles Exercise 1
2	m	Lecture : Adobe Creative Suite Digital Programs, InDesign, Photoshop & Illustrator InDesign intensive instruction
	w	InDesign intensive instruction
3	m	MLK HOLIDAY. No class on Monday!
	w	Exercise 1 Due at beginning of class
4	m	Lecture: Photoshop Introduction
	w	Photoshop intensive instruction: tools Exercise 2 & 3
5	m	Photoshop intensive instruction: layers
	w	Exercise 2 & 3 due.
6	m	Lecture: InDesign and Photoshop integration Exercise 4 & 5
	w	Inclass work on Exercise 3
7	m	In class work on Ex. 4 & 5. Desk crits Project 1: Graphic promotional package for a real estate company
	w	Exercise 4 & 5 due.
8	m	In class work on Project 1.
	w	Due: Project 1: Graphic promotional package for a real estate company

FCS 1490 GRAPHIC REPRESENTATION

SPRING SEMESTER, 2020

9		SPRING BREAK!	
10	m	Lecture: Illustrator introduced Exercise 6 & 7.	
	w	In class work on Ex. 4	
11	m	Exercise 6 & 7 due. Lecture: Adobe suite and integration of hand tools Project 2 introduced: Digital and hand Presentation Integration	
	w	In class work on Project 2.	
12	m	In class desk crits for Project 2	
	w	In class work on Project 2	
13	m	Project 2 due Project 3 Introduced: Poster composition of an Interior Design Project	
	w	lecture: Visual Storytelling	
14	m	Review of the story contents	
	w	in class work on Project	
15	m	inclass work on Project 3	
	w	Project 3 due end of class	
exam week		Presentation & Critique of work on exam date.	