

Date of request: 10-MAR-2019

CEHD 974

Request ID: E-2019-FCS-9

College: E

Department: FCS

Initiator name: Mary Beth Kennedy Janssen

Initiator email: marybeth.kjanssen@wmich.edu

Proposed effective term: 202040

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 of the Built Environment

4. Proposed course prerequisites:

FCS 1560 and FCS 1570 and FCS 1590

5. Proposed course corequisites:

FCS 2590 and FCS 2500

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 History of Built Env

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 2420 Design History of the Built Environment. It replaces FCS 2510 Period Interiors I and FCS 2520 Period Interiors II. By combining these two courses into one, our curriculum will be more comparable to our peer institutions. It will also free up needed credit hours to create other new courses that are needed for other curricular improvements without substantially adding total credit hours for graduation.

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

The rationale for creating one course out of two is that the required curriculum already requires two Art History courses that overlap some of the information presented in the current FCS 2510 and 2520 courses. By creating one course, we can streamline the content to only cover design history of the built environment which includes architecture, industrial design and interior design. Art is not eliminated but treated as a supporting role to the history of design. Because interior design is a relatively new (18th century to now), having two classes is not necessary. Our program is not in step with other programs who have since eliminated two history class for the same reason we are doing so, the need to expand courses without creating a 5 year program.

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.

- 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.

The above outcomes are determined to have been met through quizzes, exams and 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.

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 as they apply to history and theory. There were areas in our curriculum that we felt overlapped, which led to this change.

The creation of this new course, FCS 2440 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.

NA

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

NA

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.

The course is taught at the sophomore level. It will to be taught in the fall of 2020. The two courses that it will be replacing is FCS 2510, Fall and FCS 2520, Spring. If this new course is accepted, the FCS 2510 and 2520 courses will not be offered and deleted later. For the Fall 2019 and spring 2020, the current FCS 2510 and 2520 will be offered for the last time.

Since the courses in the interior design program are taught once a year with little flexibility from semester to semester, this change will not affect current students.

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. The sophomore level student cohort can vary between 18 and 22.

The overall program has a steady enrollment of 80-90 students per year for many years. Virtually all graduates obtain employment in the interior design profession. This 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.)

NA

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. Updates to transfer guides and related advising materials will need to be updated.

O. Current catalog copy:

NA

P. Proposed catalog copy:

A global view of vernacular traditions and design movements that have shaped this 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.

Department Curriculum Chair approver: Richard Zinser

Department Curriculum Chair comment:

Date: 11-MAR-2019

Department approver: Richard Zinser

Chair comment:

Date: 11-MAR-2019

FCS 2420

HISTORY OF 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

LEARNING OUTCOMES

Upon completion of FCS 2420 History of the Built Environment, students will be able to:

- Identify vernacular traditions and design movements that have shaped the built environment with an emphasis placed on cultural events that have informed period architecture and interior design, and research the relevant political, religious, economic, and popular movements that have had a significant influence on design history. Competence will be assessed with a series of quizzes, and midterm exam, and a final exam.
- Photo document buildings that represent a variety of residential, commercial, religious, industrial, agricultural, transportation, manufacturing, civic, or educational projects. They will research any influence by region on a particular style, historical significance or importance to a neighborhood or community, and deviations or anomalies that are atypical of the style. Projects will be assessed from the required portfolio submitted at the end of the semester.
- Analyze and identify proportioning and ordering systems that have informed and continue to inform design concepts based upon region and culture, including ancient Egyptian, Greek and Roman classical, Islamic, Chinese, Japanese, Renaissance, Beaux Arts, Modern, Post-Modern, and Deconstructivist. Competence will be assessed with a series of quizzes, and midterm exam, and a final exam.

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.

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
- Registrar's Office <http://www.wmich.edu/registrar/calendars/interfaith>
- Disability Services for Students 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	A
88 – 92	BA
83 – 87	B
78 – 82	CB
73 – 77	C
68 – 72	DC
63 – 67	D
62 and below	E

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**

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

TOTAL	100%
--------------	-------------

REVIEWING SLIDES

Slide presentations and study guides will be available on Elearning.

2420	Sun	Mon	Tues	Wed	Thur	Fri	Sat	
F2020	19	20	21	22	23	24	25	
	week 1 pile 1	26	27	28	29	30	31	1
SEPT	week 2 pile 2	2	3 LABOR DAY	4	5	6	7	8
	week 3 pile 3	9	10	11	12	13	14	15
	week 4 pile 4	16	17	18	19	20	21	22
	week 5 pile 5	23	24	25	26	27	28	29
	week 6 pile 6	30	1	2	3	4	5	6
	OCT	week 7 pile 7	7	8	9	10	11	12
week 8 pile 8		14	15	16	17	18	19	20
week 9 pile 9		21	22	23	24	25	26	27
week 10 pile 10		28	29	30	31	1	2	3
NOV		week 11 pile 11,12	4	5	6	7	8	9
	week 12 pile 13,14	11	12	13	14	15	16	17
	week 13 pile 15,16	18	19	20	21	22	23	24
	week 14 pile 17,18	25	26	27	28	29	30	1
	DEC	week 15 pile 19,20	2	3	4	5	6	7
week 16 FINAL S		9	10	11	12	13	14	15
16					FINAL EXAM for TuTh 12:30pm - 2:30pm	20	21	22