

Date of request: 10-MAR-2019

CEHD 975

Request ID: E-2019-FCS-6

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 2440

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

1. Proposed course prefix and number:

FCS 2440

2. Proposed credit hours:

3

3. Proposed course title:

FCS 2440 Interior Materials

4. Proposed course prerequisites:

Pre-requisites FCS 1570 and FCS 2200

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):
none

8. Major and/or minor restrictions:
Not Applicable

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:
Interior Materials

17. Is this course repeatable for credit?
No

18. Is this course mandatory credit/no credit?
No

19. Select class type:
Lecture/Lab/Discussion

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 2440. It replaces FCS 2560 Materials for Interiors: Soft Finishes and FCS 2540 Materials for Interiors: Hard Finishes. 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. It will be a Lecture/Lab/ discussion format to facilitate needed field trips.

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

The lecture format is not supporting the current needs for this very important aspect of interior design. Material knowledge cannot be delivered in a lecture format only. It requires field trips to various vendors/suppliers for the students to see these materials to help fully understand their application and construction methods. Field trips do not fit into the time frame of a lecture course. A lecture/lab/discussion will be more appropriate. A contact hour increase from 3 to 4 hours will facilitate the time needed for field trips.

Having two separate course, one for soft finishes and one for hard has proven to be too restrictive to each. An example of this would be with regard to floor finishes, which can be made up of soft and hard finishes. It would be better to present flooring options as a topic and opens up the possibility of discussing the pros and cons of a myriad of floor finish options. Under the current two course method, this information is divided over two semesters. This approach misses some of the important thinking that is needed for material selection.

We see an improvement for our program outcomes by this change. The lecture/lab/discussion format will be ideal for providing awareness and understanding about the materials. Applying this knowledge is best left to the studio classes where the students design interiors that includes the correct selection and application of all materials that make up an interior environment that they create.

Pre-requisites of FCS 1490 Design Communication I: Architectural Drafting, 1570 Sketching for Interior Design and FCS Textiles I 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.

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.

Expected student outcomes:

Upon successful completion of this course, the student will be able to recognize the influence of furnishings, materials and finishes of an interior place on the well-being of its users. Students are able to demonstrate an understanding of how furnishings, materials, and finishes work together to support the design intent and how to specify them. Students are able to understand typical fabrication, installation methods and maintenance requirements.

Students are able to:

- analyze materials in regards to sustainability. They recognize the importance of think about materials holistically, including a Life Cycle Assessment.
- examine the technical and physical properties of different interior materials leading to the appropriate selection for specific purposes.
- understand testing methods and performance standards of interior textiles as they relate to the health, safety and welfare of the public.
- understand the aesthetic qualities of materials.
- understand how materials are estimated and installed.

These outcomes will be measurable in the quizzes, 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 as they apply to material selection. There were areas that we felt needed improvement, which led to this change.

In our self-study, we concluded that the structure of the course needed to change to facilitate more field trips to vendors as this is the best way to show current materials that is used in the profession. In addition, the effects on material choices due to sustainability is rapidly changing the makeup and composition of materials.

Input from the Professional Advisory Board suggests that students should strengthen their understanding in material application, selection and sustainability criteria to meet the demands of the profession.

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.

This course is restricted to interior design majors only, therefore no effect on any other programs, departments or colleges.

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 spring of 2020. The two courses that it will be replacing is FCS 2560, fall and FCS 2540, spring. If this new course is accepted, the FCS 2560 and 2540 courses will not be offered and deleted later. For the spring semester 2020, the new FCS 2440 course will be offered.

Since the courses in the interior design program are taught once a year with little flexibility from semester to semester, this change will not current students. The students who will be juniors in the fall of 2020 will be the last cohort to have had both FCS 2560 and FCS 2540.

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.

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.)

No Effect

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:

An examination of all interior materials through instructor lectures, guest speaker presentations and hands on student lab assignments. This course introduces student to material options. Students analyze both soft and hard materials in regards to quality, performance, and maintenance for residential and commercial applications. Special attention is devoted to understanding and making sustainable material selections.

Department Curriculum Chair approver: Richard Zinser

Department Curriculum Chair comment:

Date: 11-MAR-2019

Department approver: Richard Zinser

Chair comment:

Date: 11-MAR-2019

**Western Michigan University, College of Education and Human Development,
Department of Family and Consumer Sciences, Interior Design Program**

Credit hours – 3

Prerequisites –FCS-1490, FCS-1570, & FCS-2200

Lecture: Monday and Wednesday 2:00 pm - 2:50 pm

_____ N. Kahrman Hall

Lab: Wednesday 3:00 pm -5:00 pm

2308 N. Kahrman Hall (Sophomore Studio)

Instructor: Beth Rolston Jarl, IIDA, IDEC

Mobile: (269) 330-8030

Email: beth.jarl@wmich.edu

Office: 2505 N. Kahrman Hall

Office Hours: Tuesday and Wednesday 10:00 - noon, or by appointment

Catalog Description

An examination of all interior materials through instructor lectures, guest speaker presentations and hands on student lab assignments. This course introduces student to material options. Students analyze both soft and hard materials in regards to quality, performance, and maintenance for residential and commercial applications. Special attention is devoted to understanding and making sustainable material selections.

Course Student Learning Outcomes:

Upon successful completion of FCS-2440, students will be able to:

- identify and compare different materials used to create interior environments. Through oral presentations, project documentation, and written examination student success is measured.
- skillfully select and specify materials to solve functional and aesthetic problems within the built environment. Through project implementation and oral presentations student success is measured.
- evaluate materials through the complicated yet critical process of Life Cycle Assessment (LCA). Through oral presentations, project documentation, and written examination student success is measured.

Required Texts (3)

Materials for INTERIOR ENVIRONMENTS, 2nd EDITION, Author: Binggeli, Corky, 2014. Publisher: Wiley, Inc. ISBN: 978-1-60901-229-8 (purchase or rent)

SUSTAINABLE COMMERCIAL INTERIORS, 2nd EDITION, Authors: Bonda, Penny, and Sosnowchik, Katie, 2014. Publisher: Wiley and Son, Inc. ISBN: 978-1-118-45629-3 (purchase or rent)

THE CODES GUIDEBOOK for INTERIORS, 6TH EDITION, by Harmon, Sharon K., and Kennon, Katherine, 2014 by Wiley and Sons, Inc. ISBN: 978-1-118-80936-5 (purchase)

Mission Statements:

Western Michigan University is a learner-centered, research university, building intellectual inquiry and discovery into undergraduate, graduate, and professional programs in a way that fosters knowledge and innovation, and transforms wisdom into action. As a public university, WMU provides leadership in

teaching, research, learning, and service; and is committed to enhancing the future of our global citizenry.

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 at Western Michigan University seeks out the user needs to solve complex design challenges. The program prepares students to redefine the status quo to enhance the quality of life through design.

Policies / Ethics

Attendance: Interior Design attendance policy requires attendance at all class meetings for the full duration and will be part of your final class grade. It is your responsibility to obtain notes and handouts from fellow students if you find yourself absent. Each student will be allowed **two** absences (excused or unexcused) and tardiness **two** times for the semester upon which time the student will lose points, for each absence/tardy following, from the “professionalism” points that make up the class total points.

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>. 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

**Advising: CEHD Advising office – www.wmich.edu/education/advising
2421 Sangren Hall 269-387-3474 coe-advising@wmich.edu*

Late work: Due dates are firm – the instructor *MAY* give permission to finish an incomplete project, but the student will lose two points, for each day it takes to finish the project, from the project's total points.

Quizzes & Exams: No make-up quizzes or exams. All quizzes and exams are in the course schedule.

Most quizzes and exams will be open notebook. I highly recommend you take notes in class and when you do your reading assignments. Keeping a complete well-organized notebook is important to successes.

Your percentage points achieved on professionalism, assignment, quizzes & exams will determine your final grade.

Assignments -

Papers & projects (4)	200 points (50 pts. each)
Quizzes (3)	60 points (20 pts. each)
Professionalism	10 points
Midterm Exam	50 points
Final Exam	<u>100 points</u>
Total	420 points

Grading Criteria

- A Always turns in outstanding work that goes beyond the requirements. Student sets a standard that is a benchmark for other students. All work submitted on time.
- B Turns in consistently good work but knowledge and skills are not fully developed. 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. Usually turns in work on time.
- D Constantly below average and seldom meets deadlines.
- E Very poor work does not meet deadlines or perform assignments

Grading Scale

95 - 100 A	76 - 80 C
91 - 94 BA	71 - 75 DC
86 - 90 B	66 - 70 D
81 - 85 CB	65 and below E

Homework

Refer to schedule for reading requirements and assignments. Check the course on E-learning and print any handouts or supplemental information prior to class.

Label all electronic files submitted to instructor: Student last name_ assignment _ semester year (Example: Smith_ProjectB_F16)

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 a guest is speaking.

Interior Design work archiving:

Program accreditation (Council for Interior Design Accreditation www.accredit-id.org) requires the keeping of student work. Students may borrow these projects back for interviews by making individual arrangements with the faculty. They must be return to faculty by end of semester. It is a good policy to

keep a digital copy of your work. It is the responsibility of each student to preserve a record of their work for interviews and portfolio. **It is a good policy to keep a digital copy of your work.** It is the responsibility of each student to preserve a record of their work for interviews and portfolio.

The instructor reserves the right to amend the syllabus and schedule; all changes will be document in writing and posted on eLearning.

FCS-2440, CRN _____ Proposed Interior Materials Schedule Spring 2020

Week	Date	Topic	Reading & Assignment Due Dates
W.1		Introduction: Course, Project A & Reflection paper Chapter 1 – Finish selection & specification	Binggeli chapter 1
W.2		Chapter 2 – Sustainable Design Navigating the Material Maze	Binggeli chapter 2 Bonda chapter 4
W.3		Chapter 3 – Existing buildings Quiz 1	Binggeli chapter 3 Fine Home Building article
W.4		Chapter 4 & 5 – Cement-based products, stone & masonry Field trip/ guest speaker	Binggeli chapters 4 & 5
W.5		Chapter 6 – Glass & ceramics Field trip/ guest speaker	Binggeli chapter 6 & 295 - 298
W.6		Project A Presentations MIDTERM	Review reading for MIDTERM
W.7		Spring Break	
W.8		Chapter 7 & 16 – Wood, Millwork, & Casegoods Introduction of Project B Field trip/ guest speaker	Binggeli chapter 7 & pgs. 327 - 339
W.9		Chapter 8 & 9 – Walls finishes: Plaster & Gypsum Field trip/ guest speaker	Binggeli chapter 8 & pgs. 273 - 284 Reflection paper 1 DUE
W.10		Chapter 10 – Metal & Synthetic Materials Field trip/ guest speaker	Binggeli chapter 9, 10 & pgs. 73 - 284
W.11		Chapter 11 – Paints, coatings, & wallcoverings Quiz 2	Binggeli chapter 11, pgs. 284 – 292, & handout

Final Exam:

Note: Complete reading assignments by first class of scheduled week

FCS-2440, CRN _____ Proposed Interior Materials Schedule Spring 2020

Week	Dates	Topic	Reading & Assignment Due Dates
W.12		Chapter 12 – Furnishings & textiles Field trip/ guest speaker	Binggeli chapter 12 & pgs. 345 - 359
W.13		Chapter 13 – Floor finishes Field trip/ guest speaker	Binggeli chapter 13
W.14		Chapter 14 – Windows Field trip/ guest speaker	Binggeli pgs. 300 – 303 & hand out Reflection paper 2 DUE
W.15		Chapter 15 – Ceilings Field trip/ guest speaker	Binggeli chapter 15 Project B DUE

Final Exam:

Note: Complete reading assignments by first class of scheduled week

**Western Michigan University, College of Education and Human Development,
Department of Family and Consumer Sciences, Interior Design Program**

Credit hours – 3

Prerequisites –FCS-1490, FCS-1570, & FCS-2200

Lecture: Monday and Wednesday 2:00 pm - 2:50 pm

_____ N. Kahrman Hall

Lab: Wednesday 3:00 pm -5:00 pm

2308 N. Kahrman Hall (Sophomore Studio)

Instructor: Beth Rolston Jarl, IIDA, IDEC

Mobile: (269) 330-8030

Email: beth.jarl@wmich.edu

Office: 2505 N. Kahrman Hall

Office Hours: Tuesday and Wednesday 10:00 - noon, or by appointment

Catalog description

An examination of all interior materials through instructor lectures, guest speaker presentations and hands on student lab assignments. This course introduces student to material options. Students analyze both soft and hard materials in regards to quality, performance, and maintenance for residential and commercial applications. Special attention is devoted to understanding and making sustainable material selections.

Expected student outcomes:

Upon successful completion of this course, the student will be able to recognize the influence of furnishings, materials and finishes of an interior place on the well-being of its users. Students are able to demonstrate an understanding of how furnishings, materials, and finishes work together to support the design intent and how to specify them. Students are able to understand typical fabrication, installation methods and maintenance requirements.

Students are able to:

- analyze materials in regards to sustainability. They recognize the importance of think about materials holistically, including a Life Cycle Assessment.
- examine the technical and physical properties of different interior materials leading to the appropriate selection for specific purposes.
- understand testing methods and performance standards of interior textiles as they relate to the health, safety and welfare of the public.
- understand the aesthetic qualities of materials.
- understand how materials are estimated and installed.

Required Texts (3)

INTERIOR DESIGN MATERIALS and SPECIFICATIONS, 3rd EDITION, Author: Godsey, Lisa, 2017. Publisher: Fairchild books, Inc. ISBN: 978-1-60901-229-8 (purchase or rent)

SUSTAINABLE COMMERCIAL INTERIORS, 2nd EDITION, Authors: Bonda, Penny, and Sosnowchik, Katie, 2014. Publisher: Wiley and Son, Inc. ISBN: 978-1-118-45629-3 (purchase or rent)

THE CODES GUIDEBOOK for INTERIORS, 6TH EDITION, by Harmon, Sharon K., and Kennon, Katherine, 2014 by Wiley and Sons, Inc. ISBN: 978-1-118-80936-5 (purchase)

Mission Statements:

Western Michigan University is a learner-centered, research university, building intellectual inquiry and discovery into undergraduate, graduate, and professional programs in a way that fosters knowledge and innovation, and transforms wisdom into action. As a public university, WMU provides leadership in teaching, research, learning, and service; and is committed to enhancing the future of our global citizenry.

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 at Western Michigan University seeks out the user needs to solve complex design challenges. The program prepares students to redefine the status quo to enhance the quality of life through design.

Policies / Ethics

Attendance: Interior Design attendance policy requires attendance at all class meetings for the full duration and will be part of your final class grade. It is your responsibility to obtain notes and handouts from fellow students if you find yourself absent. Each student will be allowed **two** absences (excused or unexcused) and tardiness **two** times for the semester upon which time the student will lose points, for each absence/tardy following, from the “professionalism” points that make up the class total points.

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>. 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

*Advising: CEHD Advising office – www.wmich.edu/education/advising
2421 Sangren Hall 269-387-3474 coe-advising@wmich.edu

Late work: Due dates are firm – the instructor *MAY* give permission to finish an incomplete project, but the student will lose two points, for each day it takes to finish the project, from the project's total points.

Quizzes & Exams: No make-up quizzes or exams. All quizzes and exams are in the course schedule.

Most quizzes and exams will be open notebook. I highly recommend you take notes in class and when you do your reading assignments. Keeping a complete well-organized notebook is important to successes.

Your percentage points achieved on professionalism, assignment, quizzes & exams will determine your final grade.

Assignments -

Papers & projects (4)	200 points (50 pts. each)
Quizzes (3)	60 points (20 pts. each)
Professionalism	10 points
Midterm Exam	50 points
Final Exam	<u>100 points</u>
Total	420 points

Grading Criteria

- A Always turns in outstanding work that goes beyond the requirements. Student sets a standard that is a benchmark for other students. All work submitted on time.
- B Turns in consistently good work but knowledge and skills are not fully developed. 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. Usually turns in work on time.
- D Constantly below average and seldom meets deadlines.
- E Very poor work does not meet deadlines or perform assignments

Grading Scale

95 - 100 A	76 - 80 C
91 - 94 BA	71 - 75 DC
86 - 90 B	66 - 70 D
81 - 85 CB	65 and below E

Homework

Refer to schedule for reading requirements and assignments. Check the course on E-learning and print any handouts or supplemental information prior to class.

Label all electronic files submitted to instructor: Student last name_ assignment _ semester year (Example: Smith_ProjectB_F16)

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 a guest is speaking.

Interior Design work archiving:

Program accreditation (Council for Interior Design Accreditation www.accredit-id.org) requires the keeping of student work. Students may borrow these projects back for interviews by making individual arrangements with the faculty. They must be return to faculty by end of semester. It is a good policy to keep a digital copy of your work. It is the responsibility of each student to preserve a record of their work for interviews and portfolio. **It is a good policy to keep a digital copy of your work.** It is the responsibility of each student to preserve a record of their work for interviews and portfolio.

The instructor reserves the right to amend the syllabus and schedule; all changes will be document in writing and posted on eLearning.

FCS-2440, CRN _____ Proposed Interior Materials Schedule Spring 2020

Week	Date	Topic	Reading & Assignment Due Dates
W.1		Introduction: Course, Project A & Reflection paper Chapter 1 – Finish selection & specification	Binggeli chapter 1
W.2		Chapter 2 – Sustainable Design Navigating the Material Maze	Binggeli chapter 2 Bonda chapter 4
W.3		Chapter 3 – Existing buildings Quiz 1	Binggeli chapter 3 Fine Home Building article
W.4		Chapter 4 & 5 – Cement-based products, stone & masonry Field trip/ guest speaker	Binggeli chapters 4 & 5
W.5		Chapter 6 – Glass & ceramics Field trip/ guest speaker	Binggeli chapter 6 & 295 - 298
W.6		Project A Presentations MIDTERM	Review reading for MIDTERM
W.7		Spring Break	
W.8		Chapter 7 & 16 – Wood, Millwork, & Casegoods Introduction of Project B Field trip/ guest speaker	Binggeli chapter 7 & pgs. 327 - 339
W.9		Chapter 8 & 9 – Walls finishes: Plaster & Gypsum Field trip/ guest speaker	Binggeli chapter 8 & pgs. 273 - 284 Reflection paper 1 DUE
W.10		Chapter 10 – Metal & Synthetic Materials Field trip/ guest speaker	Binggeli chapter 9, 10 & pgs. 73 - 284
W.11		Chapter 11 – Paints, coatings, & wallcoverings Quiz 2	Binggeli chapter 11, pgs. 284 – 292, & handout

Final Exam:

Note: Complete reading assignments by first class of scheduled week

FCS-2440, CRN _____ Proposed Interior Materials Schedule Spring 2020

Week	Dates	Topic	Reading & Assignment Due Dates
W.12		Chapter 12 – Furnishings & textiles Field trip/ guest speaker	Binggeli chapter 12 & pgs. 345 - 359
W.13		Chapter 13 – Floor finishes Field trip/ guest speaker	Binggeli chapter 13
W.14		Chapter 14 – Windows Field trip/ guest speaker	Binggeli pgs. 300 – 303 & hand out Reflection paper 2 DUE
W.15		Chapter 15 – Ceilings Field trip/ guest speaker	Binggeli chapter 15 Project B DUE

Final Exam:

Note: Complete reading assignments by first class of scheduled week