

Date of request: 10-MAR-2019

Request ID: E-2019-FCS-10

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 3570

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

1. Proposed course prefix and number:

FCS 3570

2. Proposed credit hours:

3

3. Proposed course title:

Interior Light and Color

4. Proposed course prerequisites:

FCS 2490 and FCS 2440

5. Proposed course corequisites:

FCS 3510 and Fcs 3550

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:
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 Light and Color

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.

The FCS 3570 Interior Light and Color is a new course that replaces FCS 3530 Lighting for interiors. By revamping the course, the topic of color is introduced in conjunction with lighting.

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

This new course will bring two aspects of interior design into one course, which have traditionally been taught as separate and distinct courses. Current technological developments regarding lighting have required a fresh approach. Color and light are now categorized under one CIDA standard.

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:

Interior design students apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing. Intent: This standard ensures graduates understand the art and science of light and color. Students should be able to integrate light and color in the design process to enhance the human experience.

Students understand and demonstrate how light and color in the interior environment impact health, safety, and well being.

Student work demonstrates an understanding of:

- light and color terminology.
- light and color principles, theories, and systems.
- light and color in relation to materials, textures, light, and form.

Student work demonstrates the ability to appropriately use and modulate electrical and natural light.

Students are aware of the environmental impact of illumination strategies and decisions.

Students have awareness of a range of sources for information and research about color.

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 light and color. The current technology has affected the CIDA standards and has treated light and color together. While we were compliant in these areas, we felt the need to bring the two together to create a better synergy between the two topics.

The creation of this new course, FCS 3570 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.

None

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

None

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.

None. 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.

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?

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.

The enrollment for this course is approximately 14-18, as it is a course taught in the IDDJ professional program which is capped at 18 students.

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 current instructor for the former class will now teach this one.

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.

. Since this is a third year course, there would be no students who would be transferring with the required equivalency for the pre-reqs. of this course. If there would be a student who may meet these pre-req equivalencies, since the professional program requires a portfolio review, that would also be required of a student who would consider transferring at this level.

O. Current catalog copy:

NA

P. Proposed catalog copy:

This course explores light and color as elements of design. Material covered includes the lighting design process: appropriate fixture location, specification, documentation and energy consumption. Students investigate color theory and the relationship of color to culture and human behavior.

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, Department of Family and Consumer Sciences,
Interior Design Program**

Instructor: Beth Rolston Jarl

Office location: 2505 N. Kohrman Hall

Office hours: Tuesday 10:00 am – noon, Wednesday 10:00 am - noon or by appointment

Mobile: 269-330-8030 Email: Beth.Jarl@wmich.edu

- CLASS MEETING TIME:** Lecture: Tuesday and Thursday 9:00 am – 9:50 am
Location: Room 3320 N. Kohrman Hall (Junior Studio)
- Lab: Thursday 10:00 am – 11:50
Location: Room 3320 N. Kohrman Hall (Junior Studio)
- PREREQUISITES AND CREDITS:** FCS 1560, FCS 2490, FCS 2540, and FCS 2590
3 Credit hours
- COURSE DESCRIPTION:** This course explores light and color as elements of design. Material covered includes the lighting design process; appropriate fixture location, specification, documentation and energy consumption. Students investigate color theory and the relationship of color to culture and human behavior.
- REQUIRED TEXT:**
- Designing with Light: The art, science, and practice of architectural lighting design,** (2014)
Jason Livingston, IALD, LC
Wiley & Sons, Inc., Hoboken, New York
(ISBN 978-1-118-74047-7)
- COLOR + DESIGN**
- Transforming interior space,** 2nd Edition (2017)
Ron Reed, MS, RID, IIDA
Fairchild, Bloomsbury
(ISBN: 978-1-5013-1678-4)
- The Codes Guidebook for Interiors,** 6th Edition (2014).
Harmon, S. & Kennon, K.
New York: John Wiley & Sons,
(ISBN: 978-1-118-80936-5)
- Sustainable Commercial Interiors,** 2nd Edition (2014)
Bonda, P.& Sosnowchik, K., with Minchew, S.
New York: John Wiley & Sons,
(ISBN: 978-1-118-45629-3)
- OTHER READING:**
- Color Planning for Interior:** An Integrated Approach to Color in Designed Spaces
Margaret Portillo, PhD
Wiley & Sons, Inc., Hoboken, New York
(ISBN 978-0-470-13542-6)
- REQUIRED MATERIALS:**
Standard studio equipment including 24” and 18” roll of trace paper, markers and a color wheel.
There is a course fee to cover other materials.

**Western Michigan University, Department of Family and Consumer Sciences,
Interior Design Program****EXPECTED STUDENT OUTCOMES:**

Interior design students apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing. Intent: This standard ensures graduates understand the art and science of light and color. Students should be able to integrate light and color in the design process to enhance the human experience.

Students understand and demonstrate how light and color in the interior environment impact health, safety, and wellbeing.

Student work demonstrates an understanding of:

- light and color terminology.
- light and color principles, theories, and systems.
- light and color in relation to materials, textures, light, and form.

Student work demonstrates the ability to appropriately use and modulate electrical and natural light. Students are aware of the environmental impact of illumination strategies and decisions. Students have awareness of a range of sources for information and research about color.

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
- Registrar's Office <http://www.wmich.edu/registrar/calendars/interfaith>
- Disability Services for Students www.wmich.edu/disabilityservices.

1. Academic Integrity Policy: (<http://www.wmich.edu/conduct/academichonesty/index.html>)

2. Disability Services for Students (<http://www.wmich.edu/disabilityservices>)

**Western Michigan University, Department of Family and Consumer Sciences,
Interior Design Program**

3. Religious Observance Policy (<http://www.wmich.edu/policies/religious-observances-policy>)

4. Revealing use of plagiarism software such as “Turnitin” is REQUIRED

*Link to helpful academic tutorials (<http://www.wmich.edu/ethics/focus/academics>)

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

GRADING CRITERIA

- A Always turns in outstanding work that goes beyond the requirements. This 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

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

| | | |
|----------------|-----------|-----------|
| Grading scale: | 95-100% A | 76-80% C |
| | 91-94% BA | 71-75% DC |
| | 86-90% B | 66-70% D |
| | 81-85% CB | < 65% E |

| Grading percentages: | Points |
|----------------------------------|--------|
| PechaKucha - Color Theorist | 90 |
| Multi-Functional Gallery Project | 50 |
| Midterm | 50 |
| Observation essay | 50 |
| Residential Project | 100 |
| Luminaire design | 100 |
| Studio II commercial project | 100 |
| Final | 50 |
| Attendance and participation | 10 |
| Total: | 600 |

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

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

**Western Michigan University, Department of Family and Consumer Sciences,
Interior Design Program**

INTERIOR DESIGN WORK ARCHIVING

Selected student projects are held for instructor examples, display and/or program accreditation (Council for Interior Design Accreditation www.accredit-id.org). Students may borrow these projects back for interviews by making individual arrangements with the faculty. Students are responsibly for returning accreditation held work to faculty.

It is a good policy to photograph or scan each project before submission. It is the responsibility of students to preserve a record of their work.

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

YEAR BY YEAR CURRICULUM CHANGE TRANSITION

3/7/2019

YEAR BY YEAR CURRICULUM CHANGE TRANSITION

3/7/2019

YEAR BY YEAR CURRICULUM CHANGE TRANSITION

3/7/2019

YEAR BY YEAR CURRICULUM CHANGE TRANSITION

3/7/2019

| | FALL 2017 | | | SPRING 2018 | | |
|--------------------------------------|--------------------------|--------|-------|----------------------------------|-----------|--------|
| | CR. HRS. | T HRS. | FAC. | CR. HRS. | CON. HRS. | FAC. |
| FCS 1490 DESIGN COMM. 1: ARCH. DRFT. | 3 | 7 | | FCS 1560 DESIGN HISTORY & THEORY | 3 | 3 BJ 1 |
| FCS 1500 INTRO TO I.D. (LECTURE) | 3 | 3 | MBJ 1 | FCS 1570 SKETCHING FOR I. D. | 3 | 7 1/2 |
| FCS INTRO TO I.D. (LAB) | 0 | 2 | 2 | | | |
| total per semester | 6 | | | total per semester | 6 | |
| | TOTAL CR. HRS./YR | | | 12 | | |

| | FALL 2018 | | | SPRING 2019 | | |
|--------------------------------------|--------------------------|-----------|------|----------------------------------|-----------|--------|
| | CR. HRS. | CON. HRS. | FAC. | CR. HRS. | CON. HRS. | FAC. |
| FCS 1490 DESIGN COMM. 1: ARCH. DRFT. | 3 | 7 | | FCS 1560 DESIGN HISTORY & THEORY | 3 | 3 BJ 1 |
| FCS 1500 INTRO TO I.D. (LECTURE) | 3 | 3 | 1 | FCS 1570 SKETCHING FOR I. D. | 3 | 7 1/2 |
| FCS INTRO TO I.D. (LAB) | 0 | 2 | 2 | | | |
| total per semester | 6 | | | total per semester | 6 | |
| | TOTAL CR. HRS./YR | | | 12 | | |

| | FALL 2019 | | | SPRING 2020 | | |
|--------------------------------------|--------------------------|-----------|------|--|-----------|--------|
| | CR. HRS. | CON. HRS. | FAC. | CR. HRS. | CON. HRS. | FAC. |
| FCS 1490 DESIGN COMM. 1: ARCH. DRFT. | 3 | 7 | | FCS 1560 PSYCHOLOGY & PHILOSOPHY OF THE BUILT ENV. | 3 | 3 BJ 1 |
| FCS 1500 INTRO TO I.D. (LECTURE) | 3 | 3 | 1 | FCS 1570 DESIGN COMM. II (FREEHAND & DIGITAL) | 3 | 7 1/2 |
| FCS INTRO TO I.D. (LAB) | 0 | 2 | 2 | FCS 1590 DESIGN COMM. III (GRAPHIC REPRESENTATION) | 3 | 4 LC 1 |
| total per semester | 6 | | | total per semester | 9 | |
| | TOTAL CR. HRS./YR | | | 15 | | |

| | FALL 2020 | | | SPRING 2021 | | |
|--|--------------------------|-----------|------|--|-----------|--------|
| | CR. HRS. | CON. HRS. | FAC. | CR. HRS. | CON. HRS. | FAC. |
| FCS 1490 DESIGN COMM. I: MECH. & DIG. DRAFTING | 3 | 5 | | FCS 1560 PSYCHOLOGY & PHILOSOPHY OF THE BUILT ENV. | 3 | 3 BJ 1 |
| FCS 1500 INTRO TO I.D. (LECTURE) | 3 | 3 | 1 | FCS 1570 DESIGN COMM. II (FREEHAND & DIGITAL) | 3 | 7 1/2 |
| FCS INTRO TO I.D. (LAB) | 0 | 2 | 2 | FCS 1590 DESIGN COMM. III (GRAPHIC REPRESENTATION) | 3 | 4 LC 1 |
| total per semester | 6 | 6 | | total per semester | 9 | |
| | TOTAL CR. HRS./YR | | | 15 | | |

| | FALL 2018 | | | SPRING 2019 | | |
|---|-----------------------------|---|------|--|------------------------------|---|
| | FCS 2510 PERIOD INTERIORS I | 3 | 3 | BP 1 | FCS 2520 PERIOD INTERIORS II | 3 |
| FCS 2490 RESIDENTIAL ARCHITECTURE | 3 | 7 | BP 2 | FCS 2590 STUDIO I | 3 | 7 |
| FCS 2560 MATERIALS FOR I. D.: SOFT FIN. | 3 | 3 | BJ 1 | FCS 2500 INTERIOR CAD APPLICATIONS | 3 | 3 |
| | | | | **** FCS 2540 MATERIALS FOR I. D.: HARD FIN. | 3 | 3 |
| total per semester | 9 | | | total per semester | 12 | |
| | TOTAL CR. HRS./YR | | | 21 | | |

| | FALL 2019 | | | SPRING 2020 | | |
|------------------------------------|----------------------------------|---|--------|---|-----------------------------------|--------|
| | **** FCS 2510 PERIOD INTERIORS I | 3 | 3 | BP 1 | **** FCS 2520 PERIOD INTERIORS II | 3 |
| FCS 2590 STUDIO I | 3 | 7 | BJ 1/2 | FCS 2490 RESIDENTIAL ARCHITECTURE | 3 | 7 |
| FCS 2500 INTERIOR CAD APPLICATIONS | 3 | 3 | BP 2? | FCS 3530 INTRO TO INT. CONSTRUCTION I (Lecture) | 3 | 5 |
| | | | | FCS 3530 INTRO TO INT. CONSTRUCTION I (Lab) | 0 | |
| | | | | FCS 2440 INTERIOR MATERIALS (Lecture) | 3 | 4 BJ 2 |
| | | | | FCS 2440 INTERIOR MATERIALS (Lab) | 0 | |
| total per semester | 9 | | | total per semester | 12 | |
| | TOTAL CR. HRS./YR | | | 21 | | |

| | FALL 2020 | | | SPRING 2021 | | |
|-------------------------------------|---|---|-------|---|--|--------|
| | FCS 2420 HISTORY OF THE BUILT ENVIRONMENT | 3 | 4 | BP 1 | FCS 2490 STUDIO II: RESIDENTIAL DESIGN I | 3 |
| FCS 2590 STUDIO I: SPACE PLANNING | 3 | 7 | 1/2 | FCS 3530 INTRO TO INT. CONSTRUCTION I (Lecture) | 3 | 5 |
| FCS DESIGN COMM. IV: DIGITAL DESIGN | 3 | 3 | BP 2? | FCS 3530 INTRO TO INT. CONSTRUCTION I (Lab) | 0 | |
| | | | | FCS 2440 INTERIOR MATERIALS (Lecture) | 3 | 4 BJ 2 |
| | | | | FCS 2440 INTERIOR MATERIALS (Lab) | 0 | |
| total per semester | 9 | | | total per semester | 9 | |
| | TOTAL CR. HRS./YR | | | 18 | | |

| | FALL 2021 | | | SPRING 2022 | | |
|--|---|---|-------|---|--|--------|
| | FCS 2420 HISTORY OF THE BUILT ENVIRONMENT | 3 | 4 | BP 1 | FCS 2490 STUDIO II: RESIDENTIAL DESIGN I | 3 |
| FCS 2590 STUDIO I: SPACE PLANNING | 3 | 7 | 1/2 | FCS 3530 INTRO TO INT. CONSTRUCTION I (Lecture) | 3 | 5 |
| FCS 2500 DESIGN COMM. IV: DIGITAL DESIGN | 3 | 3 | BP 2? | FCS 3530 INTRO TO INT. CONSTRUCTION I (Lab) | 0 | |
| | | | | FCS 2440 INTERIOR MATERIALS (Lecture) | 3 | 4 BJ 2 |
| | | | | FCS 2440 INTERIOR MATERIALS (Lab) | 0 | |
| total per semester | 9 | | | total per semester | 9 | |
| | TOTAL CR. HRS./YR | | | 18 | | |

| | FALL 2019 | | | SPRING 2020 | | |
|---------------------------------------|---|---|----|---|---|------|
| | FCS 3540 LIGHTING FOR INTERIORS (Lecture) | 3 | 4 | BJ | FCS 3530 INTRO TO INT. CONSTRUCTION I (Lecture) | 3 |
| FCS 3540 LIGHTING FOR INTERIORS (Lab) | 0 | | | FCS 3530 INTRO TO INT. CONSTRUCTION I (Lab) | 0 | |
| FCS 3510 STUDIO II | 3 | 7 | EP | FCS 3590 STUDIO IV: COM. DESIGN II | 3 | 7 BJ |
| FCS 3550 3D COMPUTER VISUALIZATION | 3 | 3 | | | | |
| total per semester | 9 | | | total per semester | 6 | |
| | TOTAL CR. HRS./YR | | | 15 | | |

| | FALL 2020 | | | SPRING 2021 | | |
|---|---|---|------|--|--|------|
| | FCS 3570 INTERIOR LIGHT & COLOR (Lecture) | 3 | 4 | BJ 3 | FCS 3560 INTRO TO INT. CONSTRUCTION II (Lecture) | 3 |
| FCS 3570 INTERIOR LIGHT & COLOR (Lab) | 0 | | | FCS 3560 INTRO TO INT. CONSTRUCTION II (Lab) | 0 | |
| FCS 3510 STUDIO III: COMM. DESIGN I | 3 | 7 | EP | FCS 3590 STUDIO IV: COM. DESIGN II | 3 | 7 BJ |
| FCS 3550 DESIGN COMMUN. V: 3D COMP. VIS | 3 | 3 | BP 3 | | | |
| total per semester | 9 | | | total per semester | 6 | |
| | TOTAL CR. HRS./YR | | | 15 | | |

| | FALL 2021 | | | SPRING 2022 | | |
|---|---|---|-------|--|--|------|
| | FCS 3570 INTERIOR LIGHT & COLOR (Lecture) | 3 | 4 | BJ 3 | FCS 3560 INTRO TO INT. CONSTRUCTION II (Lecture) | 3 |
| FCS 3570 INTERIOR LIGHT & COLOR (Lab) | 0 | | | FCS 3560 INTRO TO INT. CONSTRUCTION II (Lab) | 0 | |
| FCS 3510 STUDIO III: COMM. DESIGN I | 3 | 7 | BP 2? | FCS 3590 STUDIO IV: COM. DESIGN II | 3 | 7 BJ |
| FCS 3550 DESIGN COMMUN. V: 3D COMP. VIS | 3 | 3 | BP 3 | | | |
| total per semester | 9 | | | total per semester | 6 | |
| | TOTAL CR. HRS./YR | | | 15 | | |

| | FALL 2022 | | | SPRING 2023 | | |
|---|---|---|-------|--|--|------|
| | FCS 3570 INTERIOR LIGHT & COLOR (Lecture) | 3 | 4 | BJ 3 | FCS 3560 INTRO TO INT. CONSTRUCTION II (Lecture) | 3 |
| FCS 3570 INTERIOR LIGHT & COLOR (Lab) | 0 | | | FCS 3560 INTRO TO INT. CONSTRUCTION II (Lab) | 0 | |
| FCS 3510 STUDIO III: COMM. DESIGN I | 3 | 7 | BP 2? | FCS 3590 STUDIO IV: COM. DESIGN II | 3 | 7 BJ |
| FCS 3550 DESIGN COMMUN. V: 3D COMP. VIS | 3 | 3 | BP 3 | | | |
| total per semester | 9 | | | total per semester | 6 | |
| | TOTAL CR. HRS./YR | | | 15 | | |

| | FALL 2020 | | | SPRING 2021 | | |
|---------------------------------------|---------------------------------|---|---|---|-----------------------------|-----|
| | FCS 4520 PROFESSIONAL PRACTICES | 3 | 3 | | FCS 4530 PROJECT MANAGEMENT | 3 |
| FCS 4510 STUDIO V: CAPSTONE PROJECT I | 4 | 8 | 3 | FCS 4590 STUDIO VI: CAPSTONE PROJECT II | 4 | 8 3 |
| total per semester | 7 | | | total per semester | 7 | |
| | TOTAL CR. HRS./YR | | | 14 | | |

| | FALL 2021 | | | SPRING 2022 | | |
|---------------------------------------|---------------------------------|---|---|---|-----------------------------|-----|
| | FCS 4520 PROFESSIONAL PRACTICES | 3 | 3 | | FCS 4530 PROJECT MANAGEMENT | 3 |
| FCS 4510 STUDIO V: CAPSTONE PROJECT I | 4 | 8 | 3 | FCS 4590 STUDIO VI: CAPSTONE PROJECT II | 4 | 8 3 |
| total per semester | 7 | | | total per semester | 7 | |
| | TOTAL CR. HRS./YR | | | 14 | | |

| | FALL 2022 | | | SPRING 2023 | | |
|---------------------------------------|---------------------------------|---|---|---|-----------------------------|-----|
| | FCS 4520 PROFESSIONAL PRACTICES | 3 | 3 | | FCS 4530 PROJECT MANAGEMENT | 3 |
| FCS 4510 STUDIO V: CAPSTONE PROJECT I | 4 | 8 | 3 | FCS 4590 STUDIO VI: CAPSTONE PROJECT II | 4 | 8 3 |
| total per semester | 7 | | | total per semester | 7 | |
| | TOTAL CR. HRS./YR | | | 14 | | |

| | FALL 2023 | | | SPRING 2024 | | |
|---------------------------------------|---------------------------------|---|---|---|-----------------------------|-----|
| | FCS 4520 PROFESSIONAL PRACTICES | 3 | 3 | | FCS 4530 PROJECT MANAGEMENT | 3 |
| FCS 4510 STUDIO V: CAPSTONE PROJECT I | 4 | 8 | 3 | FCS 4590 STUDIO VI: CAPSTONE PROJECT II | 4 | 8 3 |
| total per semester | 7 | | | total per semester | 7 | |
| | TOTAL CR. HRS./YR | | | 14 | | |

| | | | |
|-----------------------|-----------|------------------------------|-----------|
| PREVIOUS TOTAL | 59 | TOTAL CR. HRS./COHORT | 62 |
|-----------------------|-----------|------------------------------|-----------|

| | | | |
|-----------------------|-----------|------------------------------|-----------|
| PREVIOUS TOTAL | 59 | TOTAL CR. HRS./COHORT | 62 |
|-----------------------|-----------|------------------------------|-----------|

| | | | |
|-----------------------|-----------|------------------------------|-----------|
| PREVIOUS TOTAL | 59 | TOTAL CR. HRS./COHORT | 62 |
|-----------------------|-----------|------------------------------|-----------|

| | | | |
|-----------------------|-----------|------------------------------|-----------|
| PREVIOUS TOTAL | 59 | TOTAL CR. HRS./COHORT | 62 |
|-----------------------|-----------|------------------------------|-----------|

Current Semester, Spring 2019

New Curriculum Course

Current Curriculum

Course is taught for two cohorts, Junior 2020 & Sophomore, 2020

New Term Faculty or Part time

**** This course is the last time it will be offered. In subsequent years, it is replaced by a new course
 Special Note: This analysis of the transition to the new curriculum only shows courses that are required in the Interior Design Major.