

Date of request: 10-MAR-2019

Request ID: E-2019-FCS-11

College: E

Department: FCS

Initiator name: Mary Beth Kennedy Janssen

Initiator email: marybeth.kjanssen@wmich.edu

Proposed effective term: 202110

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 4530

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

1. Proposed course prefix and number:

FCS 4530

2. Proposed credit hours:

3

3. Proposed course title:

Project Management

4. Proposed course prerequisites:

FCS 4510 and FCS 4520

5. Proposed course corequisites:

FCS 4590

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:
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:
Project Management

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?
3

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 new course, FCS 4530 Project Management will be introduced to cover a necessary aspect of the profession that has not been addressed with enough of focus. The current FCS 4520 (formerly FCS 3520 Professional Practices) has covered some of the issues of project management but more in depth instruction is needed to meet one of our curricular outcomes: The curriculum prepares graduates from the program for an entry level position in the field of interior design.

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

The practice of interior design consists of a variety of project types and sometimes partial phases of the process. Due to this variety, the management of these projects requires a designer to understand how to organize and track a project from start to finish, work with a varied clientele as well as contractors and subcontractors to represent the clients' interests. While an entry level position may not require all of these skills, being aware of these constraints and how to work through them is what this course will provide.

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.

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

- Recognize the nature and value of integrated design practices.
- Recognize the terminology and language necessary to communicate effectively with members of allied disciplines.
- Recognize technology based collaboration methods.
- Understand teamwork structures in the profession through role-playing exercises and guided site visits.
- Understand leadership models and the dynamics of collaboration through research analysis and interviews.
- Understand how to collaborate with multiple disciplines in developing design solutions.
- Understand the elements of project management.
- Understand the instruments of service: contract documents, transmittals, schedules, budgets, and specifications.

- Understand professional ethics and conduct.

The outcomes will be measured through quizzes, exams, exercises 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 applied to project management. There were areas that we felt needed improvement, which led to this change. In particular, two courses where project management was covered became less focused on project management due to other aspects that needed emphasizing. The only way to continue to teach this information was to offer a new course.

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. 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?

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.

this is a senior level course and will have approx. 12-18 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.)
this course will be offered once a year. It is an ideal course to be taught by a practicing professional, which will bring current practices to the students.

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.

No effect since this is a senior level course. It is very unlikely that someone would transfer at the senior level.

O. Current catalog copy:

NA

P. Proposed catalog copy:

Students will be exposed to the project management phase of the design process.

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

9:00-10:20, Monday Wednesday, Senior Studio, RM. 2302

Instructor: TBD

Title:

Office

Email:

Office Hours:

Catalog Description

Students will be exposed to the project management phase of the design process.

Prerequisites: FCS4510, 4520

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

Several Handouts will be required reading to enhance the learning objectives. Several Textbooks from previous courses will be referenced and re-read if need be.

Recommended Texts

TBD

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

- Recognize the nature and value of integrated design practices.
- Recognize the terminology and language necessary to communicate effectively with members of allied disciplines.
- Recognize technology based collaboration methods.
- Understand teamwork structures in the profession through role-playing exercises and guided site visits.

- Understand leadership models and the dynamics of collaboration through research analysis and interviews.
- Understand how to collaborate with multiple disciplines in developing design solutions.
- Understand the elements of project management.
- Understand the instruments of service: contract documents, transmittals, schedules, budgets, and specifications.
- Understand professional ethics and conduct.

Grading Criteria:

40	Projects
20	Quizzes
25	Exercises
15	<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 (5 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 (5 grade Points)

Final Studio clean up inclusive of removal of all personal belongings and the cleanup/removal of all food from the refrigerator. If there is something that you wish to leave behind for future students, please clear with the instructor before the end of the semester.

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.

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.