

Distance Education Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair. (If this is a new course that will include DE, complete Templates A and E. If adding DE to an existing course that is otherwise unchanged, complete Template E only. If revising a course and adding DE, complete Templates A and E.)
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Contact Person:	Karen Scarton	Email Address:	k.scarton@iup.edu
Proposing Depart/Unit:	Human Dev. & Environ. Studies, Interior Design	Phone:	724-357-2395

Course Prefix/Number	INDS 105 Introduction to Interior Design
Adding DE to an Already Approved Course	<input checked="" type="checkbox"/> Yes – <i>Template E only required</i> <input type="checkbox"/> No – <i>Template A and E both required</i>
Type of Proposal	(See CBA, Art. 42, D.1 for definition) <input checked="" type="checkbox"/> Online <input type="checkbox"/> ITV
Brief Course Outline – if adding DE to an approved course <i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.</i>	<p>I. The Profession</p> <p style="padding-left: 20px;">a. History, misconceptions, careers, professional organizations</p> <p style="padding-left: 20px;">b. Design Quality</p> <p>II. The Principles and Elements of Design</p> <p style="padding-left: 20px;">a. Identifying the principles and elements</p> <p style="padding-left: 20px;">b. How to use them in an interior environment</p> <p>III. Color and Light</p> <p style="padding-left: 20px;">a. The effect color and light have on an interior environment</p> <p style="padding-left: 20px;">b. Various color schemes</p> <p style="padding-left: 20px;">c. How color can be used in an environment</p> <p style="padding-left: 20px;">d. How to approach lighting in interior spaces</p> <p>IV. Materials, Finishes & Furniture</p> <p style="padding-left: 20px;">a. Understanding of various materials and finishes</p> <p style="padding-left: 20px;">b. Types of furniture</p> <p style="padding-left: 20px;">c. How to use them in an interior environment</p> <p>V. The Design Process</p> <p style="padding-left: 20px;">a. Research and Informed Design</p> <p style="padding-left: 20px;">b. Understanding a floor plan</p> <p style="padding-left: 20px;">c. Creating diagrams</p> <p style="padding-left: 40px;">i. Criteria matrix</p> <p style="padding-left: 40px;">ii. Adjacency diagrams</p> <p style="padding-left: 40px;">iii. Bubble & block diagrams</p>

Template E

	<p>VI. Board Design</p> <ul style="list-style-type: none"> a. Various types and layouts b. How to construct a board <p>VII. Designing Various Types of Spaces</p> <ul style="list-style-type: none"> a. Commercial design b. Residential design c. Kitchen & bath design d. Designing for special populations <p>VIII. Sustainable Design</p> <ul style="list-style-type: none"> a. Defining sustainable design and LEED b. Implementing sustainable practices c. Adaptive reuse <p>IX. Technology</p> <ul style="list-style-type: none"> a. Overview of the programs used by interior designers
<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>Dr. Scarton has not taught an online class but is very comfortable with working online, using D2L and other various online platforms.</p> <p>Dr. Scarton has a professional background in practicing interior design and is a tenure-track faculty member in the interior design program. She has been teaching in the design program since 2006 and has taught this course in the classroom setting numerous times.</p>
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<ol style="list-style-type: none"> 1. Identify the elements and principles of design related to interior spaces and use them in problem solving. <i>To meet this objective students will be viewing visual examples of the elements and principles of design and then do an activity in identifying the elements and principles by finding their own examples in interior design photographs via the Internet.</i> 2. Define basic color terminology. <i>To meet this objective students will be viewing slides that explain basic color terminology and schemes used in design today as well as text readings. Students will also have to identify color schemes on their own through images via the Internet.</i> 3. Demonstrate an awareness of design history. <i>Students will meet this objective by viewing postings by the instructor and through required text readings. Students will be tested on their knowledge of this area.</i> 4. State basic theories of design and spatial composition. <i>Students will be viewing and accessing various design scenarios and post comments on their views of these examples to a discussion board.</i> 5. Describe the human factor theories of anthropometrics, proxemics and ergonomics. <i>Students will be learning about these theories through postings and research provided by the instructor as well as required text readings. Students will have to conduct their own human factors study and then engage in an online discussion board in order to reflect and pose questions in relation to their individual experiences. The instructor will assess overall understanding based on discussions, a written reflection of the activity, and through examination.</i>

Template E

	<ol style="list-style-type: none">6. Identify the sequential steps in the design process. <i>Students will learn about the design process steps through online postings provided by the instructor and required text readings. They will also engage in an activity that will allow them to practice the process themselves.</i>7. Recognize the needs of special populations, such as the elderly, disabled and low income. <i>This will topic will be included with discussions involving human factors. Students must do read supplemental text information and actively comment on postings and research given by the instructor. Knowledge will be tested through examination.</i>8. Distinguish basic construction strategies in terms of cost effectiveness. <i>Various construction types will be reviewed and visual examples will be provided by the instructor. Students will be tested on their knowledge of this area.</i>9. Identify basic structural strategies as they apply to energy conservation such as passive solar design. <i>This objective will be met when discussing sustainable design and adaptive reuse. Students will learn about the topics through postings, research, required text readings given by the instructor. They will then have to find and post their own example of adaptive reuse to share with the class. This will be a graded activity.</i>10. Demonstrate an understanding of building and interior codes <i>This objective will be met in the research postings that the instructor will provide in relation to human factors. This knowledge will be tested through examination.</i>11. Demonstrate an understanding of oral and written communication skills. <i>The importance of the various types of design presentations will be discussed through online postings provided by the instructor and reflected on through online discussion boards.</i>12. Name appropriate uses of computers in the interior design process. <i>Interior design technology usage will be presented to students by the instructor through visual examples and postings by the instructor. Individual computer programs will be explained by the instructor and supplement the visuals provided.</i>13. Identify major categories of the interior design profession. <i>This objective will be met through online postings, research and required text readings provided by the instructor. Students will research and write a paper on an area of design that is of interest to them.</i>14. Demonstrate an awareness of the dominant interior design professional organizations. <i>The instructor will discuss the various organizations and students will have to visit the websites of the organizations and actively participate in online panel discussions on the importance of the organizations and the differences between them.</i>15. Demonstrate an understanding of the selection and application of decorative elements such as accessories and artwork. <i>This objective will be met within the discussion and activity associated with the elements and principles of design.</i>16. Describe various materials and finishes used in interior design
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Template E

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<p>How will instructor-student and student-student, if applicable, interaction take place?</p>	<p>Instructor-student interactions will occur through weekly online class meetings and online discussion boards. The instructor will also be available via e-mail during scheduled online office hours. Student-student interactions will occur at the weekly online class meetings, the written online discussion boards, and via e-mail when needed.</p>
<p>How will student achievement be evaluated?</p>	<p>Student achievement will be evaluated in several ways. There will be three (3) scheduled examinations based off of posted information and required readings. They will have several activities that they will have to complete and submit electronically. These visual submissions will include: identifying the elements and principles of design, identifying various color schemes, practicing design diagramming and putting together a digital board. They will also be required to do various writing assignments. These include: writing a design program, writing a reflection based on a human factors individual study, writing about a current adaptive reuse project and a research paper on an area of interior design. Feedback on both activities and papers will be submitted electronically.</p>
<p>How will academic honesty for tests and assignments be addressed?</p>	<p>Academic honesty will be addressed several ways. "Turn-It-In" software will be used in order to determine if students have committed plagiarism on their papers. All examinations will be open note. They will be timed in order to make the students read and prepare for the examinations. All visual projects and papers will have a grading rubric provided with the project sheet. These rubrics will be filled out by the instructor and electronically returned to each individual student in order to provide ample feedback.</p>