

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:	Susan Venatta	Email Address:	venatta@iup.edu
Proposing Depart/Unit:	Human Dev. & Environ. Studies, Interior Design	Phone:	7-4414

Course Prefix/Number	INDS 370
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	(<i>See CBA, Art. 42.D.1 for definition</i>) <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>INDS370 is a chronological study, from ancient times to the mid 19th century, of the dominant influences and characteristics of historical interiors, furniture and ornamental design. Emphasis placed upon stylistic detail and its relationship to social, economic, political, religious and aesthetic influences to the contemporary scene.</p> <p>I. The Ancient World</p> <p style="margin-left: 20px;">A. Egypt</p> <p style="margin-left: 40px;">1. Pyramids</p> <p style="margin-left: 40px;">2. Funerary Temples</p> <p style="margin-left: 40px;">3. Hypostyle Halls</p> <p style="margin-left: 20px;">B. Greece</p> <p style="margin-left: 40px;">1. Temples</p> <p style="margin-left: 20px;">C. Rome</p> <p style="margin-left: 40px;">1. The Building Programs of the Emperors</p> <p>II. The Middle Ages</p> <p style="margin-left: 20px;">A. Early Christian</p> <p style="margin-left: 40px;">1. The Fall of the Roman Empire</p> <p style="margin-left: 40px;">2. Building on the ancient Roman ruins</p> <p style="margin-left: 20px;">B. Byzantine</p> <p style="margin-left: 40px;">1. Geographic differences</p> <p style="margin-left: 20px;">C. Romanesque</p>

- 1. Built for defense
- 2. Monasteries
- D. Medieval
 - 1. Rise of domestic needs
 - 2. Nomadic lifestyle
 - a. Furniture
- E. Gothic
 - 1. To the glory of God
 - 2. Craftsmen guilds

III. The Renaissance

- A. Italian
 - 1. Architecture/Interiors
 - 2. Furniture
 - 3. Andrea Palladio
 - a. The Villas
- B. French
 - 1. Architecture/Interiors
 - 2. Furniture
- C. English
 - 1. Early
 - a. Tudor
 - b. Elizabethan
 - 2. High Renaissance
 - a. Jacobean
 - (1) Inigo Jones
 - 3. Baroque Renaissance
 - a. Restoration Period
 - (1) Sir Christopher Wren
 - b. Queen Anne
 - 4. Neoclassical
 - a. Georgian
 - (1) Robert and James Adam
 - (2) Thomas Chippendale
 - (3) George Heppelwhite
 - (4) Thomas Sheraton

IV. Colonial America

- A. Original Home Styles
- B. American Georgian Style
- C. American Federal Style

VI. Empire and Revival Styles

- A. Greek Revival
- B. Gothic Revival
- C. Romanesque Revival
- D. Renaissance Revival

VII. The Industrial Revolution

- A. Innovations that changed architecture and design

Template E

Rationale for Proposal (Required Questions from CBA)	
<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>Dr. Venatta has not taught an online class but is very comfortable with working online, using D2L and various other online platforms. She will work with the IT Support Staff to format the course and put it online.</p> <p>Dr. Venatta was a practicing interior designer for twenty years prior to becoming a tenure-track faculty member at IUP. She has been teaching with the HDES department in the interior design program since Fall 2004 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 chronological development of interior design in various countries from ancient times to the mid-19th century. <i>This objective will be met through viewing slides (according to time in history and in chronological order), appropriate and relevant historic videos, instructor postings and assigned readings; students will be tested on their knowledge of the subject matter through the duration of the course. In addition, discussions on each video viewed will be expected via the online discussion board.</i> 2. Interpret the contributions of designers to the development of design. <i>In order to meet this objective, students will be given a research assignment that focuses on a specific architect and/or designer in history, and be required to post that research for class discussion and instructor feedback. In addition, each student will be assigned a building from history (other than the time period of their assigned architect/designer) to research, identify the historic era, and create a digital board to be uploaded, reviewed, and evaluated. The boards will also be shared electronically with the entire class.</i> 3. Interpret the stylistic characteristics of furniture, decorative arts and interior components in relation to social, economic, political, religious and geographical influences toward interior design problem solving. <i>This objective will best be met by students selecting a time in history and posting a discussion topic as to how architecture and design impacted or was impacted by the social, economic, political, religious and geographical climate at the time. This will be done in order to encourage thinking beyond simple design characteristics and generate discussion among the students.</i> 4. Compare and contrast the stylistic design differences in the various cultural centers of the world in light of the cultural and geographic locations. <i>Similar to Objective #3, this objective will be addressed in the same manner.</i> 5. Apply the elements and principles of design to the study of historic design. <i>In order to meet this objective, students will be charged with the task of returning to the foundation of design – the elements and principles – and securing examples as shown throughout history; this project will be completed by students identifying and submitting examples of images found online and uploading them as directed for peer comments/discussions and instructor feedback.</i> 6. Illustrate the influence of historical design on the contemporary scene. <i>Students will meet this objective by creating a photo-journal of how buildings in today's environment have been obviously influenced by the history of design; the journal will be submitted on-line for instructor evaluation and feedback.</i>

Template E

	<p>7. Demonstrate the ability to research and apply knowledge to the solution of interior design problems. <i>This objective will be met by assigned case studies and readings requiring the student to write their understanding of each through their own research.</i></p>
<p>How will instructor-student and student-student, if applicable, interaction take place?</p>	<p>Instructor-student interactions will occur weekly with online class meetings and 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 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 five (5) scheduled examinations based off of posted slides, videos, and required readings. There will be several activities that students must complete and submit electronically. These visual submissions will include but not necessarily be limited to: research assignments (to include digital design boards), elements and principles assignment, and the photo journal. Each research assignment will also include a written portion in addition to the visual submission. Feedback on all 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 through the use of the "Turn-It-In" software 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 evaluation sheet provided with the project sheet. These evaluation sheets will be filled out by the instructor and electronically returned to each individual student in order to provide ample feedback.</p>