

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 380
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
<p>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>	<p>INDS 380 is a chronological study, from mid-19th century to the present, of the dominant influences and characteristics of interiors, furniture, and ornamental design. Emphasis is placed upon stylistic detail and its relationship to social, economic, political, religious, and aesthetic influences and to the contemporary usage and application.</p> <p>I. The Revivals</p> <p style="margin-left: 20px;">A. Neo-Classical in America</p> <p style="margin-left: 40px;">1. American Federal Architecture</p> <p style="margin-left: 40px;">2. Jeffersonian Style</p> <p style="margin-left: 40px;">3. English Architecture</p> <p style="margin-left: 20px;">B. Neo-Classical Furniture and Interiors</p> <p style="margin-left: 40px;">1. Louis XVI</p> <p style="margin-left: 40px;">2. Directoire</p> <p style="margin-left: 40px;">3. Empire</p> <p style="margin-left: 20px;">C. Greek Revival</p> <p style="margin-left: 40px;">1. Architecture</p> <p style="margin-left: 20px;">D. Romanesque Revival</p> <p style="margin-left: 40px;">1. Architecture</p> <p style="margin-left: 40px;">2. Interiors</p> <p>II. The Industrial Revolution</p>

Template E

	<ul style="list-style-type: none"> A. The Expositions and Technology <ul style="list-style-type: none"> 1. Innovations 2. Chicago Style Architecture B. Victorian Era <ul style="list-style-type: none"> 1. Revivals 2. Interiors 3. Furniture <ul style="list-style-type: none"> a. Furniture Designers <p>III. The Turn of the Century</p> <ul style="list-style-type: none"> A. Revivals <ul style="list-style-type: none"> 1. American Classical 2. Tudor 3. Jacobean B. The Arts and Crafts Movement <ul style="list-style-type: none"> 1. English Architecture and Interiors 2. American Architecture and Interiors C. Craftsman Style <ul style="list-style-type: none"> 1. Architecture D. Art Nouveau <ul style="list-style-type: none"> 1. Architecture 2. Interiors 3. Furniture <p>IV. Early to Mid-Twentieth Century</p> <ul style="list-style-type: none"> A. New Materials B. Early American Domestic Architectural Styles <ul style="list-style-type: none"> 1. Prairie 2. Foursquare 3. Modernism 4. Bauhaus 5. De Stijl 6. Art Deco 7. International C. Interior Designers <ul style="list-style-type: none"> 1. Elsie de Wolfe 2. Ruby Ross Wood 3. Eleanor McMillen Brown 4. Dorothy Draper <p>VI. Mid-Twentieth Century to Present Day</p> <ul style="list-style-type: none"> A. Architecture B. Furniture C. Furniture Designers
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Rationale for Proposal (Required Questions from CBA)

<p>How is/are the instructor(s) qualified in the Distance Education delivery</p>	<p>Dr. Venatta has taught an online class previously and 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 in online.</p>
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Template E

<p>method as well as the discipline?</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. Demonstrate an understanding of the transition from traditional to modern design and its relationship to the development of modern technology. <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. Identify the chronological development of interior design from the mid-19th century to the present, and interpret the contributions of designers. <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. Digital boards will also be created and also shared electronically with the entire class.</i> 3. Identify and interpret the stylistic characteristics of furniture, decorative arts and interior components in relationship to social, economic, political, religious, and geographical influences. <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 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. Explain and illustrate the influence of historical design on the contemporary design. <i>Students will meet this objective by creating a digital board documenting a choice of the following: the evolution of a single type of furniture (EX: chair) throughout history; the restoration/renovation of a building as an adaptive reuse project; or a biography of specific interior designer, architect or furniture designer and who/how influenced them. The research will be submitted on-line for instructor evaluation and feedback.</i>
<p>How will instructor-student and student-student, if applicable, interaction take place?</p>	<p>Instructor-student interactions will occur weekly via discussion boards and email. Student-student interactions will occur via the written online discussion boards, and e-mail when needed.</p>

Template E

<p>How will student achievement be evaluated?</p>	<p>Student achievement will be evaluated in several ways. There will be six (6) 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 digital board. 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>