

Reedley College

Proposed Course Modification

Course # / Title FM 30 Interior Design

CHECK OFF SHEET

PRELIMINARY STEPS. Do before completing Course Modification Form.

(EACH BOX SHOULD BE CHECKED AS COMPLETED BEFORE SUBMISSION.)

1. Communicate with the Curriculum Chair regarding intent to modify an existing course outline (recommended, not required).
2. List term for implementation of modifications:
 Fall _____ Spring 2010 Summer _____
3. Check one:
Do not complete Fresno City College course alignment page if:
 No similar course or program at FCC.
 Course currently in common with FCC course or accepted in lieu of and changes will not affect status.

Complete Fresno City College course alignment page if:
_____ Course currently in common with FCC course or accepted in lieu of. Changes may affect status. Consult with counterparts at FCC and complete alignment page
_____ Course not in common or accepted in lieu of but may be with proposed changes consult with FCC counterparts

4. Changes sought in the following:

CSU General Education Code	Yes _____	No _____
Transfer Baccalaureate List	Yes _____	No _____

If yes to either, schedule an appointment with the Articulation Officer

5. Changes sought in number of repeats for credit:

_____ Yes
_____ No

If yes, secure a **Course Repetition** form from the Curriculum Office.

PROPOSED COURSE MODIFICATION FORM

- Appropriate sections of Course Outline of Record completed.
-

FINAL steps (Do after completing Course Outline of Record)

1. Signature Form. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.
2. Program Description. Course modification will change an existing program which is or will be described in the college catalogue.

_____ Yes _____ No

If yes, complete **Program Description Form** before submitting modification.

3. Final Check. All items above have been completed and checked off before modification is submitted.

Reedley College
PROPOSED COURSE MODIFICATION

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

OUTLINE. Please fill in current existing course number, title, and units for course to be modified.

Department Business Course No. FM 30
 Course Title Interior Design Units 3
 Effective Date Spring 2010

A. PROPOSED CHANGES.
(Indicate below all proposed changes to be made in the course outline.)

I. Cover Page

- | | |
|--|---|
| <input type="checkbox"/> 1. Course ID | <input type="checkbox"/> 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills) |
| <input type="checkbox"/> 2. Course Title | <input type="checkbox"/> 9. General Education Pattern, Graduation Requirement, and Major Category |
| <input type="checkbox"/> 3. Units | <input type="checkbox"/> 10. General Education Pattern/Baccalaureate (CSU) |
| <input type="checkbox"/> 4. Lecture/Lab Hours | <input type="checkbox"/> 11. Repeatability |
| <input type="checkbox"/> 5. Grading Basis | <input type="checkbox"/> 12. Catalog Description |
| <input type="checkbox"/> 6. Entrance Skills: Basic Skills Prerequisites/Advisories | |
| <input type="checkbox"/> 7. Subject Prerequisites/Corequisites/Advisories | |

Other pages

- | | |
|--|--|
| <input type="checkbox"/> II. Course Outcomes | <input type="checkbox"/> VI. Methods of Grading |
| <input type="checkbox"/> III. Course Objectives | <input checked="" type="checkbox"/> VII. Levels of Educational Materials |
| <input type="checkbox"/> IV. Course Content Outline | Additional Pages (optional depending on course) |
| <input checked="" type="checkbox"/> V. Approved Readings | Request for Repeatability/Limitation on Enrollment |

B. DESCRIPTION OF CHANGES AND MODIFICATIONS.

ITEM NO.	CHANGED FROM	CHANGED TO	REASON
V	Old Edition	New Edition	
VII	Old Edition	New Edition	

(Additional sheets may be attached if necessary.)

C. **EXPLANATIONS.** If course modification results in changes in the program which will require use of the program description form, please give rationale.

Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, also attach the new first page. If other pages of the outline are being modified, please attach the complete new outline.

SIGNATURE FORM

Submission/Recommendation/Action

Course Department and Number: FM 30

Course Title: Interior Design

Effective Date: Spring 2010

1. Submitted By: Alan B. Avakian Date: 3/20/09

2. Reviewed by Department:  Date: 3/19/2009
Department Chair's Signature
Attach department recommendation. (optional)

3. Received/Reviewed by Dean of Instruction:  Date: 3/19/09
Dean's Signature

4. Approved by Curriculum Committee on: _____
Date

Curriculum Committee Chair Date

Vice President of Instruction Date

5. Reviewed by Articulation Officer: _____ Date: _____

CSU GE Code submitted for articulation: _____

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- A. Apply design principles and provide organized patterns when evaluating the effectiveness and efficiency of an existing or newly designed interior.
- B. Design a furniture arrangement and floor plan project for a client.
- C. Analyze reports from periodicals such as Interior Design.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- A. Identify the design principles in planning residential interior design.
- B. Critique and solve family and/or individual interior design problems.
- C. Compare design plans for residential environments.
- D. Relate design principles and design history to human needs.

IV. COURSE OUTLINE:

- A. Orientation
 - 1. Interior Design as a profession
 - 2. Design awareness
 - 3. Design vs. decoration
 - 4. Future directions
- B. Lifespace
 - 1. Biological, cultural, and psychological needs
 - 2. Wants vs. needs
 - 3. The Taste Makers
- C. Planning Space
 - 1. The design process
 - 2. Reading plans

3. Evaluating design
4. Analyzing existing spaces
- D. Design Elements, Concepts, and Influence
 1. Influences on design
 2. Design elements
 3. Design concepts
- E. Color Theory and Systems
 1. Light and color
 2. Color systems
 3. Psychological impact of color
 4. Color schemes
 5. Special color effects
- F. Lighting
 1. Vision and lighting
 2. Daylighting
 3. Artificial lighting
 4. Lighting sources
- G. Types of Interior Spaces
 1. Residential public interiors
 2. Public interiors
 3. Special purpose spaces
- H.
 1. Kitchen, Bathroom, and Storage
 2. Kitchen
 3. Bathroom
 4. Storage
- I. Materials and Elements
 1. Types of materials
 2. Building components
- J. Furniture, Textiles, and Accessories
 1. Preliminary furniture decisions
 2. Selecting furniture
 3. Period furniture
 4. Materials and construction
 5. Furniture design
 6. Textiles
 7. Accessories and art
- K. Design History
 1. Prehistoric and primitive design
 2. The ancient world
 3. The middle ages
 4. The renaissance
 5. The United States
 6. The Victorian era
 7. Art nouveau
 8. The twentieth century
 9. Future directions

Required assignments may include but are not limited to the following:

1. Use outside class time to create a one-room interior design color board project for a client. This project will include a written report on the client's needs, the design principles used and a cost estimate. The results of the project will be presented orally in class.
2. Students will complete abstract reading reports.

B. Problem Solving

1. Computational or non-computational problem-solving demonstrations, including:

<input type="checkbox"/> a) exam(s)	<input type="checkbox"/> d) laboratory reports
<input type="checkbox"/> b) quizzes	<input type="checkbox"/> e) field work
<input type="checkbox"/> c) homework problems	<input type="checkbox"/> f) other (specify):

Required assignments may include but are not limited to the following:

C. Skill demonstrations, including:

<input checked="" type="checkbox"/> a) class performance(s)	<input checked="" type="checkbox"/> c) performance exams(s)
<input type="checkbox"/> b) field work	<input type="checkbox"/> d) other (specify)

Required assignments may include but are not limited to the following:

1. In-class activities
2. Small group work
3. Peer critique of slides and projects.

D. Objective examinations including:

<input checked="" type="checkbox"/> a) multiple choice	<input type="checkbox"/> d) completion
<input checked="" type="checkbox"/> b) true/false	<input type="checkbox"/> e) other (specify):
<input type="checkbox"/> c) matching items	

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight

or percentage each has in determining student final grades.

The semester grade will be determined based on the following breakdown: exams 50%, floor plan project 10%, interior design color board project 10%, term paper 10%, abstract reading reports from Designers West 10% and homework problems 10%.

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	<u> X </u>	<u> </u>
Reference materials	<u> X </u>	<u> </u>
Instructor-prepared materials	<u> X </u>	<u> </u>
Audio-visual materials	<u> X </u>	<u> </u>

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher)
 Text is used in a college-level course X
 Used grading provided by publisher
 Other: (please explain; relate to Skills Levels) X

Computation Level (Eligible for MATH 101 level or higher where applicable) X

Content

Breadth of ideas covered clearly meets college-level learning objectives of this course X

Presentation of content and/or exercises/projects:

Requires independent thought and study X

Applies transferring knowledge and skills appropriately and efficiently to new situations or problems. X

List of Reading/Educational Materials

1. Text (sample):
 Pile, Interior Design, Prentice Hall, 2007 4th ed.

Interior Design

Comments:

_____ This course requires special or additional library materials (list attached).

_____ This course requires special facilities: