

Date of request: 12-OCT-2018

CEHD 971

Request ID: E-2018-FCS-110

College: E

Department: FCS

Initiator name: Mary Beth Kennedy Janssen

Initiator email: marybeth.kjanssen@wmich.edu

Proposed effective term: 201940

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:

Change Course FCS 1560

Specific Course Change type selected: Title

Specific Course Change type selected: Pre or Co-requisites

1. Existing course prefix and number:

FCS 1560

2. Proposed course title:

Psychology & Philosophy of the Built Environment

3. Existing course prerequisites:

No Prerequisites exist for FCS 1560 in term 201940.

4. Proposed course prerequisites:

None

5. Existing course corequisites:

FCS 1490, FCS 1500

6. Proposed course corequisites:

None

7. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

8. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

none

9. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

10. Existing Banner course title:

Design Theory & History

11. Proposed course title to be entered in Banner:

Psychol & Philos of Blt Env

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.

The title change more accurately describes what is covered in the course. It will no longer be confused with another course of a similar title.

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

The title explains the course as it relates to CIDA Standards and learning outcomes.

Eliminating the pre-requisites will allow students to take this course to determine their interest in the Interior Design major.

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.

NA. The learning outcomes for this existing course have not changed.

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.

NA. This name change was done for clarity.

Eliminating the pre-requisites will broaden the appeal of the course outside of the major. It may peak an interest for someone to declare interior design as their pre-major.

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.
no effect.

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.
No effect.

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 elimination of the pre-req will make this course easier for students in other majors to take it. In the past, there have been 1 or 2 students that take this course from the Theater major. There may be more.

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.)
None

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 change

O. Current catalog copy:

An introductory overview of design history and how movements in art, architecture and industrial design have influenced the articulation of interior space over the centuries.

Emphasis will be placed on research projects and classroom discussions. This course is restricted to majors or minors in Interior Design.

P. Proposed catalog copy:

In the first half of the semester, students get an overview of design history and how movements in art, architecture and industrial design have influenced the articulation of interior space. The second half of the semester is an introduction to scientifically based understandings of environmental psychology. Concepts examined through small projects and papers.

Department Curriculum Chair approver: Richard Zinser

Department Curriculum Chair comment:

Date: 11-MAR-2019

Department approver: Richard Zinser

Chair comment:

Date: 11-MAR-2019