

Date of request: 12-OCT-2018

CEHD 972

Request ID: E-2018-FCS-114

College: E

Department: FCS

Initiator name: Mary Beth Kennedy Janssen

Initiator email: marybeth.kjanssen@wmich.edu

Proposed effective term: 202110

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 1570

Specific Course Change type selected: Title

Specific Course Change type selected: Description

Specific Course Change type selected: Pre or Co-requisites

1. Existing course prefix and number:

FCS 1570

2. Proposed course title:

FCS 1570 Design Communication II: Sketching (Freehand & Digital)

3. Existing course prerequisites:

Prerequisites and Restrictions:

FCS 1560 Minimum Grade of D with concurrency OR

FCS 156 Minimum Grade of D with concurrency

4. Proposed course prerequisites:

FCS 1490 and 1500

5. Existing course corequisites:

FCS 1560.

6. Proposed course corequisites:

FCS 1590, which is a new course submitted for approval.

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:

Sketching For Itd

11. Proposed course title to be entered in Banner:

Design Comm II: Sketch

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 curriculum consists of Studio courses, Communication courses and Lecture courses. they are taught in a sequence and it is helpful for students to recognize that sequence in the course name.

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

The pre-requisites have been slightly modified to include 1500 as it is an important building block for this course.

A new course, FCS 2590 Design Communication III: Graphic Representation is requested to be a co-requisite as the two courses will work together to enhance the learning outcomes.

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.

The learning outcomes have not changed for this existing course.

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. This is an existing course that has not changed in that area.

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.  
none

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

None of the curriculum change affects other department offerings.

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.  
It will not affect enrolled students.

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?

This program has had stable enrollment of 80-90 students per year for many years. Virtually all graduates obtain employment in the interior design profession. The new course will benefit students by providing more relevant and current content that is utilized by practitioners.

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.  
It does not affect it.

O. Current catalog copy:

Development of freehand drawing skills pertinent to interior designers by emphasizing non-mechanical perspective, controlled line quality and presentation.

P. Proposed catalog copy:

Development of drawing skills pertinent to interior designers by exploring freehand, mechanical and digital perspective drawing methods of presentation. Two and three dimensional graphic presentation techniques are introduced.

Department Curriculum Chair approver: Richard Zinser

Department Curriculum Chair comment:

Date: 11-MAR-2019

Department approver: Richard Zinser

Chair comment:

Date: 11-MAR-2019