

Date of request: 12-OCT-2018

CEHD 976

Request ID: E-2018-FCS-119

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 2490

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 2490

2. Proposed course title:

FCS 2490 Studio II: Residential Design

3. Existing course prerequisites:

Prerequisites and Restrictions:

(FCS 1490 Minimum Grade of D OR

FCS 149 Minimum Grade of D) AND

(FCS 1500 Minimum Grade of D OR

FCS 150 Minimum Grade of D) AND

(FCS 1560 Minimum Grade of D OR

FCS 156 Minimum Grade of D) AND

(FCS 1570 Minimum Grade of D OR
FCS 157 Minimum Grade of D)

4. Proposed course prerequisites:
FCS 2420 and FCS 2590 and FCS 2500

5. Existing course corequisites:
No Corequisites exist for FCS 2490 in term 201940.

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:
Residential Architect Design

11. Proposed course title to be entered in Banner:
Studio II: Residential Design

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 name of the course is realigned to fit the studio course sequence.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes

prerequisites, justify those, too.).

The name change is a clear way to understand the studio sequence and the area of focus for the course.

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.

This is an existing course and there is no change to the learning outcomes.

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 and is not a response to student learning assessment outcomes.

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

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 on 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. This course is offered to interior design majors only. The enrollment for this course is approximately 25 students.

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.)
no effect

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 affect.

O. Current catalog copy:

The study of architectural plans and principles of residential structures. Plans produced and studied include floor plans, plot plans, foundation plans, electrical plans, elevations and all necessary details and specifications.

P. Proposed catalog copy:

An introduction to residential interiors. The course begins with an analysis of precedents in residential architecture. This approach will expand the understanding of analysis as a design tool. Student projects will focus on individual, multi-family/multi-generational family structures.

Department Curriculum Chair approver: Richard Zinser

Department Curriculum Chair comment:

Date: 11-MAR-2019

Department approver: Richard Zinser

Chair comment:

Date: 11-MAR-2019
