

Date of request: 13-OCT-2018

CEHD 985

Request ID: E-2018-FCS-124

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 3520

Specific Course Change type selected: Course Number, Different Level

Specific Course Change type selected: Pre or Co-requisites

1. Existing course prefix and number:

FCS 3520

2. Proposed course prefix and number:

FCS 4520

3. Existing course prerequisites:

Prerequisites and Restrictions:

FCS 3510 Minimum Grade of D OR

FCS 351 Minimum Grade of D

4. Proposed course prerequisites:

3560 and 3590

5. Existing course corequisites:

No Corequisites exist for FCS 3520 in term 201940.

6. Proposed course corequisites:

FCS 4510

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):

D for undergraduate

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

Not Applicable

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.

This course is taught at the senior level and cleans up the numerical sequence of courses taught.

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

Less confusing for students who might think they can take this course as a junior.

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.

No change 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 change 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.

none

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 limited to interior design major 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.)

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.

none

O. Current catalog copy:

An analysis of the professional procedures and practices used in the interior design industry. A survey of the diversified career opportunities in both residential and commercial fields.

P. Proposed catalog copy:
No change.

Department Curriculum Chair approver: Richard Zinser

Department Curriculum Chair comment:

Date: 11-MAR-2019

Department approver: Richard Zinser

Chair comment:

Date: 11-MAR-2019