

Date of request: 12-OCT-2018

CEHD 986

Request ID: E-2018-FCS-120

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 3530

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 3530

2. Proposed course title:

FCS 3530 Intro to Interior Construction I

3. Existing course prerequisites:

No Prerequisites exist for FCS 3530 in term 201940.

4. Proposed course prerequisites:

FCS 2420 and FCS 2590 and FCS 2500

5. Existing course corequisites:

No Corequisites exist for FCS 3530 in term 201940.

6. Proposed course corequisites:

FCS 2440 and FCS 2490

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:

Intro to Constr Environment

11. Proposed course title to be entered in Banner:

FCS 3530 Intro Int. Const. I

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 reflects a more focused area of construction, ie. interior construction.

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

This is more applicable to the major of Interior Design.

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 does not change 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 that are part of a departmental or college assessment plan.

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.

This course is currently taken by interior design majors and Industrial Tech. By adding the pre-req's, it makes it difficult for the Industrial Tech major to take this course. A more suitable course for their major is being addressed.

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

Industrial Tech will be taking a different course to equal this course.

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. Eliminating the Industrial Tech major from this course will allow for more effective synergy with the other courses in the interior design program.

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 affect on resources.

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 knowledge and awareness acquired in this course will allow students to better appreciate the importance of the constructed environment around us. The course provides a broad view of the legal, social, economic and technical considerations necessary to the effective development of various structures. It exposes the students to global challenges such as increasing population, climate considerations, energy efficiency in construction environments, functional efficiency of building structures, cost reduction, appropriate materials and appropriate technology. This course is restricted to either Interior Design majors or Industrial Technology majors.

P. Proposed catalog copy:

A comprehensive overview of building systems and codes that promotes an awareness of the codes, standards, and systems technologies required to inform design projects. Topics addressed include coverage of the ICC codes, the NFPA Life Safety Code, ADA standards and other accessibility requirements, environmental conditions and site context, building form and structure, acoustics, water and waste systems, and HVAC systems. Passive systems approaches and sustainable practices inform each topic presented.

Department Curriculum Chair approver: Richard Zinser

Department Curriculum Chair comment:

Date: 11-MAR-2019

Department approver: Richard Zinser

Chair comment:

Date: 11-MAR-2019