

Date of request: 13-OCT-2018

CEHD 991

Request ID: E-2018-FCS-125

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 4510

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 4510

2. Proposed course title:

FCS 4510 Studio IV: Capstone Project Design 1

3. Existing course prerequisites:

Prerequisites and Restrictions:

(FCS 3590 Minimum Grade of D OR

FCS 359 Minimum Grade of D)

4. Proposed course prerequisites:

3560 and 3590

5. Existing course corequisites:

No Corequisites exist for FCS 4510 in term 201940.

6. Proposed course corequisites:

FCS 4520 Professional Practices (formerly FCS 3520, new course number changed under a separate curriculum change)

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 undergrad

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

Not Applicable

10. Existing Banner course title:

Studio IV

11. Proposed course title to be entered in Banner:

Studio V: Capstone Proj. 1

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.

Changing the name of the course is a better description of the course.

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

While both 'Thesis' and 'Capstone' are used widely in the education of interior design, Capstone fits an undergraduate program as the students are conducting research and a design solution for a specific issue of 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 no change to the student 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 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 restricted to interior design majors only.

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:

In this course each interior design student will continue investigating the design of business/commercial interiors with the first phase of a thesis project. The primary emphasis of this course will be the development of a programming document that is an organized presentation of information pertinent to the selected project. The programming document will include a summary of existing research related to the student's topic. This course will fulfill the University's Baccalaureate writing requirement for interior design students

P. Proposed catalog copy:

Each interior design student will choose the design of a commercial interior for their capstone project. The primary emphasis of this course will be the research that pertains to this type of project and the development of the project program. A research paper that focuses on this project type will be written. The final presentation will be an infographic that summarizes the project research, the programming and preliminary design phases of the project chosen. This course will fulfill the University's Baccalaureate writing requirement for interior design students.

Department Curriculum Chair approver: Richard Zinser

Department Curriculum Chair comment:

Date: 11-MAR-2019

Department approver: Richard Zinser

Chair comment:

Date: 11-MAR-2019