

**From:** [Matt Cavalli](#)  
**To:** [Decker Bradley Hains](#)  
**Cc:** [Holly Blanks](#)  
**Subject:** Curriculum Course Request Change Course ENGR 2100 - A-2020-ENGR-15; effective term: 202140  
**Date:** Thursday, October 15, 2020 10:52:33 PM

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Please verify your data for New Curriculum Course Request for department: ENGR; college: A.  
Go to the following URL to complete your worklist items: <https://bwfp1.cc.wmich.edu:7102/wfbprod>

Date of request: 14-OCT-2020

Request ID: A-2020-ENGR-15

College: A

Department: ENGR

Initiator name: Matthew Cavalli

Initiator email: matthew.cavalli@wmich.edu

Proposed effective term: 202140

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 ENGR 2100  
Specific Course Change type selected: Description  
Specific Course Change type selected: Other (explain\*\*)

1. Existing course prefix and number:  
ENGR 2100

2. Other (\*\* explain)  
Course offering schedule needs to be adjusted, as well.

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 improvement is an adjustment to catalog language to more accurately represent the course offering schedule and the course content.

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

The course description is being revised to better match the current structure of the course. The offering terms are being revised to reflect the current offering schedule.

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. Primary outcomes for ENGR 2100 are that students will:

- 1) Demonstrate personal, social, and academic skills necessary to be successful at WMU and within CEAS,
- 2) Demonstrate a knowledge of WMU resources for student success,
- 3) Articulate the requirements to complete their planned program of study,
- 4) Make personal connections with faculty, staff, and other students, and
- 5) Develop their critical thinking, writing, technology, and research skills.

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.

The course changes that have led to the need for a revision in the course description have been the result of feedback from students who took the course in previous semesters as well as a review of current best practices regarding student success from the literature.

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.

N/A

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

N/A

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.

ENGR 2100 is integrated into the cohort schedule for all student who are placed into the CEAS Preparatory cohort during summer orientation.

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?

All CEAS Preparatory students are encouraged to complete ENGR 2100. They are enrolled in the class during summer orientation advising. They can choose not to participate, but they are strongly encouraged to do so.

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.)

N/A

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.

CEAS transfer students, even those who arrive at a math level below pre-calculus, do not typically enroll in ENGR 2100. They are welcome to do so, but the course is not required for graduation and has no impact on their articulation path.

O. Current catalog copy:

Designed for first-year CEAS Preparatory students. Focus on students transitioning from high school to college; developing an understanding of the engineering fields and the academic rigor/expectations that will be required of all CEAS students; and in making meaningful, supportive connections with faculty, staff and peers that will result in a strong foundation which leads toward persistence, academic success and graduation.

Credits: 2 hours

P. Proposed catalog copy:

Designed for first-year CEAS Preparatory students. Focus on students transitioning from high school to college, developing an understanding of the engineering fields and the academic rigor/expectations along with the study skills and habits that will be required of all CEAS students, and in making meaningful, supportive connections with faculty, staff, and peers that will result in a strong foundation which leads toward persistence, academic success, and graduation.

Credits: 2 hours

When Offered: Fall

Department Curriculum Chair approver: Matthew Cavalli

Department Curriculum Chair comment:

Date: 14-OCT-2020

Department approver: Matthew Cavalli

Chair comment:

Date: 15-OCT-2020